

FULL APPLICATION SUMMARY

Proposed Charter School Name	Flagship Community Charter School
Proposed Board President Name	Dennie Wilson
Proposed Board President Email Address	[REDACTED]
Proposed Board President Telephone Number	[REDACTED]
Public Contact Name	Dennie Wilson
Public contact Email Address	[REDACTED]
Public Contact Telephone Number	[REDACTED]
District of Location	CSD29, Queens
Opening Date	August 2016
Proposed Charter Term	2016-2021
Proposed Management Company or Partners	None
Projected Enrollment and Grade Span During Charter Term	125 year 1 (6th grade), 249 year 2 (6th & 7th grades), 375 year 3, 4, & 5 (6th -8th grades)
Projected Maximum Enrollment and Grade Span	375 Distributed in Grades 6-8

Mission Statement: The Flagship Community Charter School (FCCS) is committed in preparing every student for the world of the future. All students will receive the necessary support and encouragement to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship. FCCS is dedicated to serving the highest need students of Queens regardless of academic level or English language proficiency. Collaboratively, students, families and staff will work together as a learning community to establish the parameters needed to bring each student to his/her full potential by establishing the expectation of “Excellence Is The Only Option.”

Objectives: The school wide objectives for FCCS are rooted in the New York Charter Schools Act of nineteen hundred and ninety-eight as amended. Specifically, the Charter School Act emphasizes improvement in student learning and achievement, providing increase-learning opportunities for all students, with special emphasis on expanded learning for students who are at risk of academic failure, and encouraging the use of different and innovative teaching methods. Our educational program includes powerful pedagogical practices centered on the student’s active learning, including cross-curricular integration, project-based learning, Universal Design Learning and differentiation, authentic and alternative assessments, writing literacy via research and reflection, creating partnerships with the business community, and solving or attempting to solve authentic, real-world problems. FCCS objectives emphasize the following:

- delivering a standards driven instructional program for all students
- educating students to communicate effectively through reading, writing, and speaking
- educating students in critical thinking skills that they need to be successful in high school and beyond
- fostering positive self-image, respect, and the development of social skills in a nurturing environment
- encouraging awareness and appreciation for a culturally diverse environment
- using efficient, research-based formative and summative assessment tools to measure student progress, and to ensure that individual needs are being met
- providing varied professional development programs to adequately prepare teachers and administrators to deal with the challenges of urban education in a multicultural environment

FCCS will promote excellence through academic rigor and high expectations, by delivering a rigorous curriculum (aligned with the Common Core and New York State Learning Standards). FCCS will offer a program that prepares students for rigorous high school and collegiate careers. FCCS strives for excellence, and is built around six core elements 1) The five Pillars, 2) High quality instruction, 3) Safe and supportive school culture, 4) Smart use of data, 5) Parental involvement, and 6) Professional development and support.

Component #1: The Five FCCS Pillars

FCCS strives for excellence. To achieve this goal and live up to our mission, each of the grades 6-8 at FCCS will incorporate the following Five Pillars, modeled after a successful KIPP Academy Charter School.

1) *High Expectations* – Students in all grades will follow a rigorous academic and character development program that will have clearly defined and measurable high expectations. 2) *More Time to learn* – There are no shortcuts to success in academics and life. All students will participate in an extended school day and year, which provides more time on focused instruction each year than their traditional public school peers. 3) *Focus on Results* – Using a wide variety of age and developmentally appropriate assessments, FCCS will focus on student achievement throughout all grades. 4) *Power to Lead* – The principal of FCCS will maintain control over the essential elements of the School budget as well as teachers and staff. 5) *Choice and Commitment* – Parents, students and teachers each sign the Commitment to Excellence form to affirm their choice to be a part of the FCCS ‘s Team and Family. This also indicates their commitment to ensuring the success of the students and the school. Although this form is not required as a prerequisite for admission, it provides a solid foundation of expectations and cooperation for all staff, families and students.

Component #2: High-Quality Instruction- Instruction is the core activity of all schools. While several important factors contribute to student achievement, research has demonstrated that the quality of classroom instruction has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement. As educators we

have learned that high quality instruction is the result of meticulous planning, varied and rigorous instructional techniques and methods that are relevant to students.

Component #3: Safe and supportive school culture: FCCS culture will be based on Discipline, Respect, Enthusiasm, Accountability, and Maturity. FCCS will support social and emotional development for all students through the guidance and counseling program. Guidance counselors and the social worker will work in concert to provide support and guidance to students and their families. Additional support services will be provided through the Committee for Special Education (CSE). The school will also implement the required sections of the Dignity For All Students Act.

Component # 4: Smart use of data. FCCS will use a variety of assessment systems to measure student progress and inform instruction. These include absolute measures (the NY State ELA and Math tests, Regents exams, etc...), value-added measures (such as the Measure of Academic Progress), and internally developed, externally-validated trimester and comprehensive exams. FCCS instructional framework includes the regular and coordinated use of diagnostic formative and summative assessment data to understand the content and skills students have mastered and help with instructional placement. Assessment begins during the summer of 2016, before school begins.

Other key elements include Parent involvement, Teacher Professional Development and Support.

Target population and the Community: Students will be recruited from the District 29Q community. District 29Q has a diverse student population: 66% Black, 12% Hispanic, 8% Asian, and 7% White. The district's school population reflects the demographic trends of the general population. FCCS will welcome all students including students at-risk of academic failure, ELLs and SWD and Title I students. According to the 2012 New York State Report Card there are 164,908 Special Education students in the borough of Queens. Overall, students in this district score poorly on both the ELA and Math Standardized tests. In the latest student data, the overall ELA score for 2013 was 21.65 percent proficient. The math score was 20.16 percent. These scores were the lowest throughout the borough. Academically, children have struggled in CSD 29Q. The New York State Report Card also shows that for 2011-12, 50%, 48% and 48% of all 3rd, 4th and 5th graders respectively scored below proficiency standards on the NYS ELA exam and 50%, 43%, and 40% of all 3rd, 4th and 5th graders respectively scored below proficiency standards on the NYS Math exam. Among middle school students in the 2012-2013 school year, 17% of ELA and 15% Math scored 3 or 4. This is below the city wide average of 25% ELA and 27% Math. The percentage of Blacks and Hispanic students scoring at Levels 3 and 4 were 25 to 35 percentage points lower than their White and Asian counterparts in both these exams. According to the 2012 New York State Report Card 63% of the students in this district were eligible for the free or reduced price lunch (FRPL) program and 8% of students were classified as Limited English Proficient (LEP).

Curriculum and Instructional Features: FCCS strives to deliver quality instruction to a diverse community and recognizes that every individual comes with unique talents and learning styles. Through differentiated instruction and Universal Design for Learning (UDL), our teachers will be able to give students multiple options for taking in information and make sense of ideas. The model of differentiation and UDL requires teachers to be flexible in their instruction and adjust the curriculum and presentation of information based on the student's ability to master the content. FCCS will also utilize Project based Learning (PBL) which is a student-centered and teacher-guided approach that engages students in investigating real world questions they choose within a broad thematic framework. These strategies will be beneficial in addressing the needs of ELLs, SWDs and Title I students, because it allows teachers to tailor lessons to meet individual needs. STEM (Science, Technology, Engineering and Mathematics) is used as an elective to bolster PBL. Our educational program utilizes various forms of assessments and benchmarks as explained in component #4. Teachers at FCCS are empowered to engage students in a highly rigorous and authentic learning experience, preparing them for high school and future academic success.

Retention: FCCS will provide a highly qualified staff, a comprehensive educational program that is organized, inclusive, and differentiated to meet the needs of all students. Each student will receive baseline assessments upon entering FCCS, along with ongoing summative and formative assessments to measure progress in core subjects and to provide academic intervention and modifications to the instructional program as deemed necessary. FCCS will establish a positive school culture that embraces and respect student's diversity. Parents will be kept abreast of student progress regularly throughout the school year via quarterly progress reports as well as quarterly teacher conferences. FCCS will monitor all special education students to ensure they are receiving all accommodations as outlined in their IEPs. FCCS will monitor ELL students to ensure that they are receiving the appropriate support and resources. In addition, our bilingual, culturally competent staff, our ability to maintain board oversight on enrollment and retention in line with targets, a responsive, engaging program, national science competitions, are all factors that will allow FCCS to retain all its students each year.

Instructional Staffing and Leadership: FCCS wants to recruit experienced teachers with a track record of improving student achievement as evidenced by their student's success on state exams. The most important qualification is the ability for the teacher to teach every student regardless of the student's capability. The principal will seek teachers that will support and promote the school's mission, display self-confidence; taking pride in his or her work, and striving for excellence. They must show a record of accomplishment of preparedness; always preparing lessons and materials in advance, following a regular routine, is organized and has activities readily available. FCCS teaching candidates for core subject areas are expected to have at least a Bachelor's degree and NYS certification in the required discipline. Candidates, who have not yet achieved a Master's degree, must be on a path to achieve one.



**Flagship Community Charter School
(FCCS)**

Full Application Submitted October 2015

*Lead Applicants: Dennie Wilson
And
Francis Lewis*

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I. Mission, Key Design Elements, Enrollment and Community

A. MISSION STATEMENT AND OBJECTIVES

The Flagship Community Charter School (FCCS) is committed in preparing every student for the world of the future, where all students will receive the necessary support and encouragement to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship. FCCS is dedicated to serving the highest need students of Queens regardless of academic level or English language proficiency. Collaboratively, students, families and staff will work together as a learning community to establish the parameters needed to bring each student to his/her full potential by establishing the expectation of “Excellence Is The Only Option.”

Vision Statement:

Our vision is that all students, regardless of their circumstances, will have access to a first-class, rigorous education that will fully prepare them for 21ST century work-force. By maintaining and monitoring high standards for performance, students will master core competencies based upon complex-thinking, decision-making, effective communication and problem-solving skills necessary for 21ST century proficient learners. Lastly, FCCS will serve as a haven for a positive school climate that builds enthusiasm for learning by ensuring safety, respect and trust for the entire learning community.

Objectives:

The school-wide objectives for FCCS are rooted in the New York Charter Schools Act of 1998 as amended. Specifically, the Charter School Act emphasizes improvement in student learning and achievement, providing increase-learning opportunities for all students, with special emphasis on expanded learning for students who are at risk of academic failure, and encouraging the use of different and innovative teaching methods. Our educational program includes powerful pedagogical practices centered on the student’s active learning, including cross-curricular integration, project-based learning (PBL), authentic and alternative assessments, writing literacy via research and reflection, creating partnerships with the business community, and solving or attempting to solve authentic, real-world problems. FCCS objectives emphasize the following:

- The four pillars
- High quality instruction
- Safe and supportive school culture
- Smart use of data
- Parental involvement
- Teacher professional development and support

The above is further developed in the Key Design Elements **Section IB**

To further the purpose of Education Law §2850 (20):

1. Flagship Community Charter will implement **innovative teaching and learning methods** to assist targeted struggling students, including family support programs and pedagogical approaches that include Universal Design for Learning (UDL), Differentiated Instruction, and Collaborative Team teaching. FCCS believes that a universally designed curriculum is the most efficient and effective way to provide access for a broad range of diverse student disabilities and needs (*Orkenis, Raymond. “Curriculum Access and Universal Design for Learning.” ERIC Clearinghouse on Disabilities and Gifted Education. ERIC/OSEP Digest #E586. The Council for Exceptional Children. December 1999*). This approach guides the full inclusion of students with disabilities, from the facilities, to the differentiated curriculum, to the routines and rituals of daily life. This approach is proven to help students with disabilities and their non-disabled peers to achieve greater academic success. Specifically, this approach will include a design of materials and activities that are attainable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand, organize, engage, and remember. We will implement the three universal design principles for learning as formulated by the Center for Applied Special Technology:
 - The curriculum provides multiple means of representation. Subject matter can be presented in alternate modes for students who learn best from visual or auditory information, or for those who need differing levels of complexity.
 - The curriculum provides multiple means of expression to allow students to respond with their preferred means of control. This accommodates the differing cognitive strategies and motor-system controls of students.
 - The curriculum provides multiple means of engagement. Students' interests in learning are matched with the mode of presentation and their preferred means of expression. Students are more motivated when they are engaged with what they are learning.
2. FCCS will **create new professional opportunities** for all faculty and staff. To ensure that FCCS’s instruction and classroom management are continuously improving, the leadership team will employ and refine a robust portfolio of PD throughout the summer and school year. The Principal and Chief Academic Officer (CAO) will serve as the primary in-house professional developers for programs, supported by outside experts when needed. FCCS’s PD will be delivered throughout the year and will include 10 summer days, 33 early release on Fridays, and outside programs and courses chosen by individual teachers with the support of the Principal and CAO. Every teacher will also have daily planning and collaboration periods. PD program aims to prepare teachers to be strategic, deliberate, and purposeful in instruction. It provides FCCS teachers instruction in classroom management and instructional interaction to prepare them to hold all students to high standards. It reinforces the charge to do

whatever is necessary to help students meet these standards. PD program will prepare teachers to improve continually in their ability to execute the components of FCCS's curriculum and assessment:

3. Being located in the South Jamaica section in Queens and working to serve high-need students, FCCS will expand learning opportunities for students *at risk for academic failure*. Success will be measured by the achievement of all our students and by eliminating the achievement gap for our low-income and minority students, English Language Learners (ELLs) and students with disabilities, many of whom would otherwise have attended schools unable to meet their needs. Our target population is currently underserved in both district and charter schools.

B. KEY DESIGN ELEMENTS: Flagship Community Charter School strives for excellence, and is built around six core elements. 1) The four Pillars, 2) High quality instruction, 3) Safe and supportive school culture, 4) Smart use of data, 5) Parental involvement, and 6) Professional development and support.

Component #1: The Five Pillars

FCCS strives for excellence. To achieve this goal and live up to our mission, each of the grades 6-8 at FCCS will incorporate the following four Pillars, modeled after a successful KIPP Academy Charter School.

1. *High Expectations* – Students in all grades will follow a rigorous academic and character development program that will have clearly defined and measureable high expectations. 2) *More Time to learn* – There are no shortcuts to success in academics and life. All students will participate in an extended school day, and year; which provide more time on focused instruction each year than their traditional public school peers. 3) *Focus on Results* – Using a wide variety of age and developmentally appropriate assessments, FCCS will focus on student achievement throughout all grades. 4) *Choice and Commitment* – Parents, students and teachers each sign the Commitment to Excellence form to affirm their choice to be a part of the FCCS Team and Family. Although this form is not required as a prerequisite for admission, it provides a solid foundation of expectations and cooperation for all staff, families and students.

Component #2: High-Quality Instruction- Instruction is the core activity of all schools. While several important factors contribute to student achievement, research has demonstrated that the quality of classroom instruction has twice the impact on student achievement as school-wide policies regarding curriculum, assessment, staff collegiality, and community involvement. Our experience as educators has indicated that high quality instruction consists of two components: What is taught and how it is taught.

What is taught: Research from E.D. Hirsch confirms what experiences have demonstrated; the development of intellectual skills is possible only after a solid base of fundamental academic skills and knowledge is attained. New York City achievement data suggests that historically such fundamental skills mastery has been lacking. How it is taught: High quality instruction is the result of meticulous planning, varied and rigorous instructional techniques and methods that are relevant to students. We believe that individual learners have diverse needs, styles, and preferences. To this end, Flagship Community Charter School will design a curriculum from the outset that celebrates that diversity and optimizes learning for all. FCCS will implement two key pedagogical approaches that involve Universal Design for Learning (UDL) and Differentiated Instruction (DI). These approaches will allow FCCS to further the objectives specified in Education Law § 2850(2), and will be particularly beneficial in addressing the needs of ELLs, SWDs, and Title I students.

UDL and differentiated instruction are similar approaches to learning that share many of the same goals, ideas about learning, and even classroom practices. We believe that they can work together and complement one another in a successful classroom. Both approaches share a common end goal: to help all students to learn and achieve the most they possibly can. Both UDL and differentiated instruction believe that students should not all be forced to fit into the mold of a single, inflexible curriculum. Rather, they believe that instruction should be adjusted in order to accommodate all students. They have high expectations for all students and embrace student differences. Therefore, the learning environments in both approaches include a lot of support and appropriate amounts of scaffolding. In addition, they both place an emphasis on the fact that individual students learn in different ways, and that each student needs to be given the opportunities to learn in ways that work best for him/her and are at an appropriate level.

Differentiated instruction places a lot of emphasis on formative assessments that form the basis for many instructional decisions. The key is to be constantly assessing students, determining what they need, and then adjusting instruction in order to meet those needs. As a result, teachers are constantly making changes as they go in response to student needs. UDL looks at this adjusting of instruction in a different way. With the UDL approach, rather than make adjustments as problems arise in the lesson, the teacher anticipates these problems and incorporates modifications into the curriculum from the outset. We believe that it makes sense to include both in the classroom. Teachers should be anticipating student differences and planning for them from the start. However, they should also be monitoring student progress and implementing adjustments that need to be made as they go. The three key UDL principles – providing multiple means of representation, multiple means of action and expression, and multiple means of engagement – can actually be accomplished by altering the process, product, and content of the work, thereby incorporating three key elements of differentiated instruction. Many of the learning centers and differentiated small group activities that seem to be such an important part of differentiated instruction can actually be a great way to provide the range of options for which UDL calls. These two approaches complement each other, and will serve the diverse needs of all students.

Component #3: Safe and supportive school culture: FCCS culture will be based on Discipline, Respect, Enthusiasm, Accountability, and Maturity. FCCS will support social and emotional development for all students through the guidance and counseling program. Our program of guidance and counseling provide adolescent students with a range of academic and non-academic (physical, social, and emotional) supports and encourages broader college and career readiness. The goal is to motivate and empower students, and ensure that they have multiple opportunities to lead and succeed. Guidance counselors and the social worker will work in concert to provide support and guidance to students and their families. Counselors will provide day-to-day, culturally sensitive guidance and counseling for individual students as well as managing crises that may occur. The school will also implement the required sections of the Dignity For All Students Act. Additional support services will be provided through the Committee for Special Education (CSE). Off campus workshops will also be provided to enhance the role of our guidance counselors in providing support to our students. The goal is to provide the support students need to achieve excellence as delineated in our mission.

Component # 4: Smart use of data. FCCS shares in the belief of Paul Bambrick, that data-driven instruction is a key framework for increasing student achievement. Bambrick's work shows that leaders who have been trained in data-driven instructional models are now leading some of the highest-gaining or highest-achieving schools in seven cities across the country: Chicago, Baltimore, Oakland, New York, New Orleans, Washington DC, and Newark. These are district schools and charter schools, small and large, elementary and high schools. FCCS will use a variety of assessment systems to measure student progress and inform instruction. These include absolute measures (the NY State ELA and Math tests, Regents exams, etc...), value-added measures (such as the Measure of Academic Progress), and internally developed, externally-validated trimester and comprehensive exams. FCCS instructional framework includes the regular and coordinated use of diagnostic formative and summative assessment data (captured by or data management system, DataCation) to understand the content and skills students have mastered and help with instructional placement. Assessment begins during the summer of 2016, before school begins. Results from the Terra Nova reading, comprehension and writing, and math diagnostic assessments will be used to determine students' baseline performance levels. FCCS will also look at past test scores on the New York State Assessment exams. By starting with student diagnostics, teachers will be able to accurately determine student's needs. Teachers will be prepared from the very first day of school with support plans and student groupings. FCCS has chosen the new TerraNova Common Core because its content is aligned with the Common Core, and features innovative items that deliver an authentic measure of the higher order thinking skills and increased depth of knowledge highlighted by the Common Core. Terra Nova will show FCCS leaders how well students have mastered national and common core standards. These assessments also allow administrators to establish measurable goals for teachers, and to provide professional development to those teachers, to ensure they are supported in meeting their goals. Administrators at FCCS will provide checks and balances for assessment via frequent instructional walkthroughs and frequent feedback to teachers. Additionally, administrators will analyze data and make appropriate adjustments to the instructional program.

Component # 5: Parent involvement: Education impacts the student and the student's parents/guardians. Conversely, parents/guardians impact each child's educational progress. FCCS recognizes the value of parents/ guardians as educational partners, and will work to actively involve them in their children's' learning experience as advocates, volunteers and tutors. In compliance with Education Law 2851 (2)(c), FCCS will be a school in which the voices of families are valued and have an impact on the policies of the school, whether it is through board meetings, PTA, as well as the school's volunteer program. Parents will be provided with opportunities to be involved in the PTA, and to participate in various school activities. The PTA is a team of parents and its purpose is to help all parents become involved in their children's education, share ideas, and enrich the school community. FCCS's counselors and social worker will be knowledgeable about the community resources available to help parents. The school building will be used to host activities aimed at empowering parents, in partnerships with financial institutions, community based organizations, and elected officials. FCCS will provide parents, as part of the learning community, with the steps required to access student data by hosting parent workshops. Students at FCCS will celebrate their learning experiences with their parents and the community at large. FCCS will maintain an open door policy that allows parents to discuss their students' progress, and become an integral part of the school's learning community. The Principal will hold monthly coffee events for parents. FCCS has already secured parent volunteers that will help in reaching out to other parents through multiple channels to keep them informed about their students' school experience. The parent coordinator (a parent volunteer) will also help parents navigate their students' middle school experience. We strongly believe that parent involvement will be a crucial component to allow FCCS to function as a learning community and meet our expectation that, "Excellence Is The Only Option".

Component #6: Teacher Professional Development and Support: Effective teachers represent the engine that will drive student learning. Teachers at FCCS are committed to student success and to insure they are on the right path to high school and college, and are engaged in their communities as active democratic citizens. This ambitious goal can only be attained through exemplary teaching by every member of the faculty. The leadership team will model best-practices and stay connected with teachers through regular daily visits to every classroom. Teachers at FCCS will be treated as professionals, provided with all necessary technology (computer, phone, voicemail, email, etc.), appropriate classroom supplies, a personal professional development budget (*5 year budget line 121 and 125*), and essential support at all times. Teachers will receive a minimum of two hours of preparation time daily, Monday through Friday. One of the two hours will be used for common planning by department/grade level. The other hour is dedicated exclusively to lesson planning, grading and looking at student work. Subject area colleagues will use the common planning time to ensure the opportunity to collaborate, discuss pertinent student issues, and to be used for peer observation as deemed necessary. During the school year, teachers are given additional professional development for at least 90 minutes every Friday that school is in session. We believe strongly in the importance of school visits, and have built at least two school visits to our professional development schedule.

Each year, as part of our commitment to continuous learning and continuous improvement, FCCS will set 2-3 main areas of focus for professional development. In our first year of operation, we will focus on pedagogy-teaching strategies, culturally relevant teaching styles, and the establishment of a strong classroom and school culture. Professional development program will begin with an intensive two weeks of staff development prior to the beginning of each school year. Teachers will receive uninterrupted professional development that will include but not limited to: Universal Design for Learning (UDL) and Differentiation, Introduction to Character Counts, Building a Positive Climate and Culture (Bullying Prevention), Curriculum Integration, Classroom Management and STEM training. STEM is used as an elective with specific units designed for grades 6, 7, and 8.

In addition to intensive development experiences, more frequent trainings and workshops will cover school and staff culture, curriculum and standards, team building and logistics, teacher evaluation, peer review, student assessment, lesson planning, parent involvement, community relations, and partnerships with community based organizations, among other subjects. Teachers will also receive training regarding the education of English Language Learners (ELL) and Students with Disabilities. Such training will include, at a minimum, information on the referral process to the NYC Public Schools' Committee on Special Education (CSE), the development of the individualized education plans (IEP), implementation and evaluation of a student's progress towards meeting IEP goals, and reporting requirements.

FCCS Principal and Chief Academic Officer will work daily with each teacher providing constant support and feedback in designing and implementing top-quality lessons that incorporate a clearly defined aim and engaging activities that take into consideration various students learning styles and interests. These informal feedback sessions will serve to bridge the gap between teacher development and formal evaluation and will equip faculty to self-assess more effectively. Faculty members will also receive mid and end of the year formal evaluation by the Principal. Teachers at FCCS will work together to refine, share, and develop effective teaching strategies, which they can then utilize in team-teaching experiences. The academic day will be designed in such a manner that faculty members will, at least five times a week, meet for common planning. They will collaborate on planning (lessons, curriculum, school and classroom culture), observe each other and provide each other with feedback. In addition to the 6 key elements, FCCS will also implement the following:

(a) Character Development: The applicant group believes that more than academic and intellectual skills are needed to maximize a student's potential in high school, college and the world beyond. Our experience as educators has taught us that academics without character are insufficient. Together, academics plus character has the power to transform lives by improving educational outcomes for students and place them on the right path to college. **Character Counts**, a national character education program, will serve as a foundation for responsible citizenship at FCCS. The program is based on six character pillars:

1. **Trustworthiness:** Be honest: Don't deceive, cheat, or steal; Be reliable—do what you say you'll do; Have the courage to do the right thing; Build a good reputation; Be loyal — stand by your family, friends, and country
2. **Respect:** Treat others with respect; follow the Golden Rule ; Be tolerant and accepting of differences ; Use good manners, not bad language; Be considerate of the feelings of others; Don't threaten, hit or hurt anyone; Deal peacefully with anger, insults, and disagreements
3. **Responsibility:** Do what you are supposed to do: Plan ahead; Persevere: keep on trying; Always do your best; Use self-control; Be self-disciplined; Think before you act — consider the consequences; Be accountable for your words, actions, and attitudes; Set a good example for others
4. **Fairness:** Play by the rules; Take turns and share; Be open-minded; listen to others; Don't take advantage of others; Don't blame others carelessly; Treat all people fairly
5. **Caring:** Be kind; Be compassionate and show you care; Express gratitude; Forgive others; Help people in need
6. **Citizenship:** Do your share to make your school and community better; Cooperate; Get involved in community affairs; Stay informed; vote; Be a good neighbor; Obey laws and rules; Respect authority; Protect the environment; Volunteer.

(b) Positive Behavior Intervention Systems (PBIS): FCCS will implement PBIS as the umbrella philosophy encompassing the tone, spirit, culture, and environment of a rigorous learning community. PBIS includes a broad range of systemic and individualized strategies, promoting social and learning outcomes while preventing problem behavior. PBIS is not a curriculum nor a program, but rather a framework and philosophy that will assist administrators, teachers, guidance counselors, and other staff in identifying the social and emotional needs of students. The basic PBIS approach is to use proactive, research-based strategies to teach clearly defined behavioral expectations. Most importantly, it establishes ongoing behavior supports that can be used by ALL students, staff, volunteers, parents and community members. FCCS utilizes "Blueprint for School Wide Positive Behavior Support Training and Professional Development", developed by the National Technical Assistance Center on PBIS as a guide to implementing PBIS. Our overall approach to student support facilitates our mission by providing students with the emotional and social skills essential for high school, college, and career readiness. This will also promote a safe, nurturing environment, free from violence and harassment of any kind. During the advisory period, teachers will teach character lessons. Character Counts will complement and support our use of PBIS. All teachers will receive training in PBIS and Character Counts during the Summer Academy.

Core Beliefs and Values about Education: FCCS firmly believes that all children, regardless of their circumstances, can achieve excellence in learning. We also believe that students learn best when courses connect curriculum to the real world, as provided through our PBL framework using STEM, thus providing authentic purposes for learning and solving problems. FCCS is a learning community and all

members of the learning community will maintain high expectations for learning. FCCS teachers will serve as facilitators, helping the students construct meaning and understanding of the content to achieve mastery.

FCCS Core Values & Beliefs:

- All students can be successful learners
- Students must be taught in the least restrictive environment.
- Our students’ success is the responsibility of our learning community.
- Each student deserves the opportunity to realize his/her fullest potential.
- Character Education is the ethos (*guiding beliefs*) of our school.
- More time on task matters
- The learning community thrives in a safe environment.
- Diversity is embraced by the learning community.
- Parents are welcome partners in the learning community.

C. ENROLLMENT, RECRUITMENT, AND RETENTION

Grades	Ages	Projected Enrollment Table Over the Charter Term				
		Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	Year 5 2020-2021
6	11-12	125	124	126	125	124
7	12-13		125	124	126	125
8	13-14			125	124	126
Total Students		125	249	375	375	375
Classes Per Grade		5	5	5	5	5
Average Number of Students Per Class		25	25	25	25	25

Enrollment: FCCS will begin with 125 students distributed within five 6th grade classes. Special efforts will be made to target students at risk of academic failure, and includes students with disabilities, English language Learners, and students who qualify for free and reduced priced lunch program. There will be 25 students in each class, smaller than nearby district schools. For teachers, smaller classes offer the opportunity to spend less time enforcing discipline, and more time guiding students' individual learning. Year 2 enrollment takes into account the statutory student cap of 250. Exceeding this number imposes distinct collective bargaining requirements and influences enrollment. The school will continue to grow by one grade a year consisting of five classes, reaching full capacity (375 students) by year three and grade eight. Based on New York City Department of Education data for 2013-1014, this represents approximately 5% of the middle school population for CSD 29. We acknowledge we may have attrition of approximately 3% (based on other schools within the district) and will back-fill students to maintain desired class sizes through grade 7; however, FCCS predicts it will draw students from all elementary schools from CSD29, allowing us to meet or exceed enrollment and retention targets established by the Board of Regents. Our admission policy of non-discrimination, will allow full accessibility of the school for all eligible students. Our age selection takes into account incoming students who are over age and under- performing.

Rationale for Selecting Enrollment Size: The leaders of FCCS are of the belief that Small Learning Communities (SLCs) promote improved learning. This is supported by three decades of work done by the Project on High Performance Learning Communities which demonstrate the impact of “Small learning environments” on student motivation, adjustment, and well-being. Our maximum enrollment of 375 students has been chosen because it allows FCCS to create a more personal environment, to better meet the needs of all students, including ELLs and SWDs. Within our community, students work closely with a core group of teachers and other adults to attain mastery of a subject. Small learning environments have proven successful at other New York high-performing charter schools like KIPP Infinity and Bronx Prep.

Application/Lottery/Preferences: FCCS is a school of choice, and parents must submit a timely application containing information necessary to ascertain eligibility and preference criteria. Applications will be available in multiple languages. If more students apply for each new 6th grade class than the school has seats, a lottery will be held for CSD 29. FCCS lottery will provide preferences for students who live within CSD 29, are free-lunch eligible, are English language learners, or have existing IEPs so that we meet NYS's enrollment and retention targets (See Attachment 1). Students not selected through the lottery will be placed on a waitlist in the order in which they are drawn and offered seats in 6th grade if any becomes available. Beginning January 2016, FCCS will accept applications for the 2016-2017 school year for grade 6. All applications received by the deadline (3rd week in April of each year) will be placed in the FCCS lottery. The lottery will be held during the last week in April and will be conducted by a third party auditor. Students will be notified of their acceptance by May 1st. Parents will then be invited to a detailed information session regarding the school and all required enrollment paperwork. Completed materials are due by May 31st of each year. Students whose enrollment information is incomplete will be notified and placed on the waiting list as we move to enroll the next students on the waiting list. While we do not anticipate enrolling students after the 6th grade, open seats in subsequent years will be back filled using a wait list. This will be possible by allowing families to complete an application through 7th grade and be placed

on the wait list. We will recruit into the lottery applicant pool, approximately 20% of students who have disabilities and 10% ELL. Based on NYSED's 2011-2012 Student Information Repository System (SIRS) for CSD 29, 84% of students were classified as economically disadvantaged and qualify for free and reduced priced lunch.

Meeting or Exceeding Retention Targets: The key design elements will enable students to be successful at Flagship Community Charter School. The curriculum will be culturally relevant and experiential in nature, allowing for each student to truly own his/her learning. By having a minimum of two Special Education teachers per grade, students with disabilities will benefit from an inclusive support structure that allows them to take risks while learning. The Special education teachers will be the students' expert and also collaborate with grade level teams to ensure that lessons are differentiated and meet the needs of all students. IEPs will be closely monitored to ensure that there is progress monitoring for annual goals set forth for each student. Flagship Community Charter School will not only have a rigorous educational program and support for all students, but we will also have an advisory program that teaches students how to be responsible citizens. Character Counts, a national character education program (explained earlier), will serve as a foundation for responsible citizenship at FCCS. This will help develop character and infuse a passion for learning in and out of school. With a focus on high expectations, high quality instruction, a safe and supportive culture, smart use of data, parent involvement as explained under key elements, the founding members of FCCS are confident that we will meet or exceed the enrollment and retention targets established by the board of regents. In addition, FCCS will retain or try to retain all our students from the target groups mentioned above through: a) home visits and parent information sessions before school starts to engage parents in their child's education; b) wraparound services for struggling students and families; c) targeted student support from our Child Care Team; d) close monitoring of student progress and discussions with families about IEP modification. Data will be collected and maintained on attrition based on annual parent surveys and from students who state intentions to leave.

Recruitment and Retention Plan. FCCS is an inclusive school and this will be reflected in our recruitment efforts. The founding members of FCCS have met with local tenant associations, parent organizations, and other community stakeholders in CSD29 to disseminate information about FCCS's educational program and to work with them on announcing our program. Several presentations have already been made to parents and students alike in the South Jamaica Community. During our continued outreach, we will make it a point of duty to clearly define the mission and vision of our school to the entire population. We intend to communicate the mission of the school to as many families as possible via: information sessions in local places of worship, community centers and recreational centers, by distributing flyers, and by seeking support from community organizations. Information will be provided in the parent's native language to ensure that they understand that the mission of the school is to serve all students, including those who are learning the English language. FCCS will ensure that we not only advocate for but also recruit parents to enroll their students who have an Individualized Education Program (IEP) to the school. We will have two special education teachers per grade, who will provide Integrated Co-Teaching for students and/or Special Education Teacher Support Services (SETSS). Once the charter is granted, our startup team members and parent volunteers will initiate recruitment campaigns, targeting subway stations, community centers, churches, elementary schools, barber and beauty shops, public and private housing complexes and other public areas. Social media, such as our school website which will be established no later than January 2016, and our school Face book page (already established). The above strategies will allow our school to publicize its educational program to a broad cross section of prospective students.

To ensure we meet enrollment and retention targets established by the Board of Regents, FCCS will continue to employ various strategies to publicize its program and appeal to a diverse population. Some of these strategies include posting of flyers in multiple languages and placing notices in local newspapers, supermarkets, communities of faith, community centers and apartment complexes, including large public housing developments; conducting open houses in after-school programs, youth centers and CBOs serving youth and families in CSD29; recruiting students from a diverse array of elementary schools, including ones that serve ELLs, poverty level families or have a focus on children requiring early intervention services for SWD; engaging in outreach to relevant media outlets including minority and foreign language media; and canvassing CSD29 neighborhoods to further reach interested families. Family information meetings will highlight the academic program, curriculum, inclusive school culture, and academic support and intervention services as we have done in past meetings. We will specifically focus on children identified as ELLs, SWD, and Title I through our outreach program. FCCS will retain its population with the success of our highly individualized instructional model that ensures the advancement of all learners. Based on our outreach to date, including parent signatures received, community meetings and the enthusiastic support from community leaders, there is ample evidence the number of eligible applicants for FCCS will ensure adequate enrollment.

Specific plan to recruit and retain Students with Disabilities:

Flagship Community Charter School will open with the intent of recruiting and serving an equal or higher proportion of students with disabilities than the surrounding district schools. Given the current demographics of CSD 29, all recruitment strategies used by FCCS will attract a larger than average population of students who would require special education services. FCCS shall enroll each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the grade level. In this case, a lottery system (as explained earlier in section C), will determine applicants selected.

We will recruit into the lottery applicant pool, approximately 20% of students who have disabilities. However, due to the random nature of the lottery-based admission process, we do not know exactly how many students will require special education services. Moreover, we do not know the exact types of accommodations and modifications under their IEPs or 504 plans that we will need to provide. We will serve all students qualified to attend public school in New York State admitted through the lottery process, including those with disabilities. The district's CSE will be responsible for initial evaluations, reevaluations, and exit determination and they will design, review, and revise all IEPs with participation on the IEP Team from FCCS faculty members and the Special Education Coordinator. Our special education

service provision will require close collaboration with the CSE to ensure that all students' IEP needs are met within the FCCS program. The Applicant group has met with elected officials, parent organizations, and other community stakeholders in CSD29 to disseminate information about its educational programs and progress toward meeting its educational goals. In recruiting students with disabilities, the following specific strategies will be implemented: Conferencing with parents of students with disabilities to explain how our instructional program uses Universal Design for Learning and Differentiation, Project based Learning and other teaching strategies that are typically successful for students with different learning styles; conducting outreach to organizations that support charter development in New York City, to get the word out about our educational program. FCCS will mail applications to every 5th grade family in the district, recruit through elementary guidance counselors and Special Education administrators and present at all community board meetings, tenant meetings, and education forums. This strategy will be instrumental in recruiting the large population of challenging students. Furthermore, in its extensive publicity surrounding the yearly admissions lotteries, FCCS will highlight its special education services, with information available on the school's website. Before school begins during the summer of 2016, FCCS will embark upon a pre-transition outreach to feeder schools. FCCS student support services described under key elements, our rigorous standards-based instruction that utilizes Universal design, Differentiated Instruction, Collaborative Team Teaching and Project-based Learning, our ability to encourage awareness and appreciation for a culturally diverse environment are all factors that enhance our recruitment and retention strategy. Enrollment applications and recruitment materials will be done in multiple languages and will show that we welcome students with disabilities, ELLs and those who qualify for the free and reduced priced lunch program.

Specific Plan to Recruit ELL Students: FCCS will seek to recruit, enroll, and retain at least 10% ELL students. Data is based on NYSED's Student Information Repository System (SIRS) for 2011-2012 which shows 8% of the total student population (26, 5117) for CSD 29 is classified as ELLs. Specific strategies will include:

- Creating recruitment and application materials in English and Spanish. FCCS will also remain responsive to community needs and if it seems that a large percentage of applicants need those materials in other languages, they will be translated accordingly.
- Having a Spanish-speaking staff member and/or a Spanish translator for recruitment events, to help promote the school and answer the questions of Spanish-speaking families and prospective students;
- Conferencing with parents of ELL students, to explain how our educational program focuses on PBL, inquiry, differentiation, UDL, and other teaching strategies that are typically successful for students with different learning styles;
- Assuring parents that FCCS will employ ELL teachers, then later on an ELL coordinator to insure that their children's needs are met. Teachers will be trained in using SIOP model;
- Conducting phone follow up to families of English Language Learner students who express interest in FCCS;
- Connecting with community organizations that work with immigrant and non-English speaking families to attract ELL students; and
- Providing advertisements for FCCS in Spanish and other language newspapers.

Approach to English Language Learners: FCCS's mission is to prepare every student for the world of the future, give them the support and encouragement necessary to meet high academic standards and demonstrate responsible citizenship. A prerequisite to achieving this mission is that every FCCS student must become a literate and fluent reader, writer, and speaker of Standard English as quickly as possible. As such, it is one of our chief aims to work with identified ELL students in an inclusive Structured English Immersion (SEI) program that provides them with the challenge and extra supports needed to rapidly achieve proficiency in English. This SEI model does not segregate ELLs from their English speaking peers and SEI students have "consistently scored higher than those enrolled in traditional bilingual programs" in large scale studies in California, Arizona, and Massachusetts. At FCCS, all students will have equal access to all programs and services including: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including music, art, vocational, and technology programs; and all after school programs including athletics. Students will maintain and enhance their native language skills through enrichment. SEI has been successfully used at other New York high-performing charter schools like KIPP Infinity and Bronx Prep.

ELL Identification: FCCS will identify students as ELL using the Home Language Questionnaire (HLQ). We will provide the HLQ to the parent or guardian in a language and format the parent or guardian best understands. After the lottery, families will be asked questions including:

- What language(s) is/are spoken in the student's home or residence?
- What language(s) is/are spoken most of the time to the student, in the home or in the residence?
- What language(s) does the student understand?
- What language(s) does the student speak?
- What language(s) does the student read?
- What language(s) does the student write?
- In your opinion, how well does the student understand, speak, read, and write English?

If the answers to any of these questions are other than English, as appropriate, an oral interview will take place to provide sufficient feedback to make a reasonable assessment of the student's oral proficiency in English. Once the preliminary screening is complete, if the results show that the student speaks a language other than English and speaks little to no English, we will conduct a thorough assessment of the student's English proficiency using NYSITELL which replaces the language Assessment Battery-Revised (LAB-R). The NYSITELL will be administered to screen students for ELL status eligibility based on whether their score is low enough to qualify them for the appropriate SEI services. ELL students will also be assessed in reading and math in his or her native language to help identify their academic level,

separate from their ELL status. Frequent communication with families is an integral part of FCCS through both faculty members and Advisors. For families whose English proficiency is limited, FCCS will make all reasonable attempts to provide written notices in their native language and/or an interpreter to help foster honest and effective communication with the families of our ELL students.

The ELL Program Model: Our SEI program will comply with all applicable laws and legal precedents specifically related to ELLs including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and Castaneda v. Pickard (1981). ELLs will be included in every aspect of the educational program at FCCS and valued as members of our community. ELLs will never be provided with curriculum materials of a lower standard, or denied access to curricular or extracurricular activities because of their lack of English proficiency.

Professional Development: In order to ensure that our ELL students master English as quickly as possible, we will provide trained staff, specialized curricular materials, extra time, tutoring, and in-class services for students in need of supplementary support. All teachers at FCCS will receive professional development training and practice in communicating with ELL students, understanding cultural heritage, and applying instructional methodology appropriate for learners of a second language. They will be provided with tools to help detect and remedy specific English language deficiencies as well as the ability to identify students in need of additional support. Teachers will be trained in the use of graphic organizers, scaffolding, Universal Design and Differentiation, and backwards planning for all students with a particular emphasis on those who are designated as ELL. We also anticipate having an English as a Second Language certified teacher available for consultation and at least one Spanish speaking teacher as a member of the staff to help communicate with students and their families.

Evaluation of the ELL program: The body of research over the past ten years around the effectiveness of Structured English Immersion has grown increasingly clear that it is the most effective strategy for educating English Language Learners, especially compared to traditional bilingual education. The SEI program at FCCS will be evaluated using a wide variety of value-added, longitudinal, criterion-referenced, norm-referenced, and authentic tests of ELLs individually and in the aggregate. Each year ELL students will take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine the new level of English Proficiency and whether they should exit the SEI program. We will evaluate how long it takes the average student to transfer out of ELL status, how fast they progress through electronic evaluations (e.g. Rosetta Stone), and how well they do academically while in the SEI program. Using these indicators, the ELL program of Structured English Immersion at FCCS will be evaluated annually and modified accordingly. Frequent evaluations will ensure that teachers and families know exactly where each student stands in relation to our rigorous standards and what each student needs to do to make progress. They ensure that group instruction, lesson planning, and student support can be adjusted in direct response to their results. English Language Learners will have multiple supports, and students with special education services will have all necessary accommodations and modifications of curriculum to ensure their ability to meet the academic standards as delineated in our mission.

Specific plan to recruit students who qualify for free and reduced-price lunch: As with the other two categories of students explained above, the demographics of CSD 29 allows FCCS to naturally attract a large number of students who qualify for free and reduced-price lunch. FCCS expects about 84 percent of students enrolled will qualify for free and reduced-price lunch (based on statistics from neighboring schools and SIRS). In addition to all the other recruiting strategies, specifically targeted actions will include:

- Posting advertisements for school events in feeder elementary school newsletters(for schools that are open to the idea), free local newspapers, especially targeting economically disadvantaged neighborhoods throughout CSD 29
- Working with local churches, tenant associations, libraries, community centers and others to publicize the school and distribute application materials
- Reaching out to elementary school guidance counselors, who might be able to recommend students and families that are looking for other educational options
- FCCS will participate in the DOE middle school fairs
- Mailings will be sent to prospective students (via the DOE's Vanguard mailing services)
- Visiting barber/beauty shops and churches
- Encouraging parents to spread the word to other parents of students ready to start middle school.

Methods of evaluating efficacy of recruitment and enrollment efforts: Recruitment efforts will be recorded, and attention will constantly be paid to the outreach conducted, especially focusing on recruiting students with disabilities, ELLs and students who qualify for free and reduced-price lunch. However, if the Board of Trustees, along with the Principal and Director of Operations, determine the recruitment strategies are unlikely to garner applications from students sufficient to meet these targets; we will develop additional strategies to meet our target population. For example, extending outreach to involve Special Education and ELL advocates and community based agencies that support or service ELLs, Special Ed and children from low income families. Following the school lottery and the completion of the school enrollment process, data will be collected on students, with respect to basic demographics, including whether the student has a disability, is an ELL or qualifies for free and reduced-price lunch.

Overall Retention Policy: Our retention strategies for all students will be to create and maintain an engaging rigorous curriculum, establish high expectations for all students, hire competent engaging staff and school community members, and establish a welcoming school culture that provides both students and staff with a number of opportunities for growth. The founding team believes dropout prevention strategies must be targeted at the middle school grades, when the stresses of schooling related to a more complex curriculum, a less personal environment, and the growing need for acceptance by adolescent pose grave dangers to already disadvantaged students (Massachusetts Advocacy Center, 1988). Even though research demonstrates the importance of middle schools in retaining at-risk students, the organization

and curriculum of most do not meet the needs of young adolescents, who are going through a tumultuous period of rapid physical and emotional development. FCCS will implement the following measures to meet or exceed the retention targets established by the Board of Regents for students with disabilities, English Language Learners, and students who are eligible for free and reduced price lunches:

- **Small Learning Community:** FCCS will be a small school with a student population of 375 by year three. Our goal is to maintain a small-school culture which offers students a challenging curriculum and a more caring and supportive environment. The guidance counselor will provide individual and group counseling sessions to students.
- **Promote cooperative learning:** FCCS will promote cooperative learning, where students of mixed ability levels work together in groups and receive group rewards as well as individual grades. This will be accomplished during class instruction. Cooperative learning is also promoted during STEM instruction. STEM is used as an elective with specific PBL units designed for grades 6, 7, and 8.
- **Improving the student-teacher relationships:** The goal of FCCS is to make sure that students make a personal connection with at least one teacher. This begins with the student's advisory teacher. Research indicates that once students make a personal connection with at least one teacher, the learning barriers will be removed (Berry & O'Connor, 2009). During advisory, students will be able to talk about concerns about school so that teachers will get a gauge on how students are doing emotionally.

Retention Strategy Evaluation: Data regarding students who leave FCCS will be maintained on our data management system (Datacatation), so a study of student retention will take place at least annually. The study will evaluate the number of students who left school, basic demographic information about each student (including why the student left, whether the student had an IEP, was an ELL or qualified for free and reduced lunch). FCCS program is supportive of the aforementioned students and the board of trustees will oversee the percent of such students and track attrition. FCCS will rigorously address the needs of special education and ELL students by hiring a dedicated team of six special education teachers by year three. Our Team teaching approach links an experienced teacher with a special education teacher or teacher assistant with social work background in 6-8 grades. This two person team will provide greater capacity for differentiated individual instruction and help for modifying small classroom-behavior problems before they become bigger. FCCS will hire a special education coordinator as a point person coordinating the prompt implementation of IEPs.

As stated in our mission, FCCS is committed to serving all students, including those who are least served in CSD 29. We will ensure that our programs and facilities are accessible to all members of the public. When recruiting or admitting students, we will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, English language proficiency, or prior academic achievement. It is for those reasons, students entering FCCS will stay.

See Attachment I for Admissions Policy and Procedures

D. COMMUNITY TO BE SERVED

Community School District 29: Students will be recruited from CSD 29 which has a diverse student population: 66% Black, 12% Hispanic, 8% Asian, and 7% White. The district's school population reflects the demographic trends of the general population. FCCS will welcome all students including students at-risk of academic failure, ELLs and SWD and Title I students. According to the 2012 New York State Report Card there are 164,908 Special Education students in the borough of Queens. Overall, students in CSD 29 score poorly on both the ELA and Math Standardized tests. In the latest student data, the overall ELA score for 2013 was 21.65 percent proficient. The math score was 20.16 percent. These scores were the lowest throughout the borough. Academically, children have struggled in CSD 29. The New York State Report Card also shows that for 2011-12, 50%, 48% and 48% of all 3rd, 4th and 5th graders respectively scored below proficiency standards on the NYS ELA exam and 50%, 43%, and 40% of all 3rd, 4th and 5th graders respectively scored below proficiency standards on the NYS Math exam. Among middle school students in the 2012-2013 school year, 17% of ELA and 15% Math scored 3 or 4. This is below the city wide average of 25% ELA and 27% Math. The percentage of Blacks and Hispanic students scoring at Levels 3 and 4 were 25 to 35 percentage points lower than their White and Asian counterparts in both these exams. According to the current NYCDOE data, 80% of the students in this district are eligible for the free or reduced price lunch (FRPL) program and 8% of students are classified as Limited English Proficient (LEP).

Within CSD 29 and other districts with a large special needs population, traditional public schools usually fail to engage and work with many students, often contributing to the factors that lead them to drop out and rarely reengaging them when they do. A range of classroom dynamics, including low expectations, impersonal learning environments, irrelevant content, and an inability to match instruction to learning styles limits the opportunities available to ELL students. By delivering a rigorous, standards-based curriculum, FCCS is a viable option for middle school students in the south Jamaica community. CSD 29 has been selected for the following reasons: a) because of the disproportionate number of charter schools when compared to the other boroughs of Manhattan, Brooklyn and the Bronx, b) The DOE statistics for the 2012-2013 school year indicates that only a small percent of the middle school student population is achieving proficiency at levels 3 or 4 and the same holds true for prior years, c) The founding group consists of a diverse background of professionals in the disciplines of education, law, diplomacy, real estate, accounting, social work, school safety, charter school startup, fund development and philanthropy, d) some of the founding members are from CSD 29 and have genuine interest in helping uplift the educational standards within the community. It is for these reasons we strongly believe that we do have the ability to serve this particular community.

Rationale for how FCCS will enhance the educational options for students: Students who enter middle school at or below Level 2 have a very low probability of becoming proficient by the eighth grade. Even students who enter middle school at Level 3 have just over a 50% chance of being proficient in eighth grade ELA and just over a 60% chance of being proficient in eighth grade Math. The repercussions of low middle school performance do not stop when students leave the City's middle schools. In fact, this domino effect continues into

high school. The result of the above trends is an ever-widening concern among educators, parents, and civic leaders about the inability of our school systems to address the needs of young boys and girls in our nation's cities. The dismal states of many cities' budgets provide limited opportunities for enrichment in culture, reading, music and the arts. Students attending large city schools also experience higher teacher absenteeism, limited resources, overcrowded classrooms, and poor instruction from teachers who are not committed to the well-being of our children. Young minority boys and girls who are educated in large urban schools are more likely to experience school failure, excessive school suspension, and an overall poor quality of education. The facts clearly and consistently depict a pattern of low graduation and high dropout rates for African American, Hispanic, and Native American students throughout New York City, and the data is echoed throughout the nation. FCCS is an innovative and effective response to the frightening trends facing our youth in urban communities. The FCCS model engages all stakeholders with a rigorous curriculum designed to improve the academic achievement of middle school students in CSD 29. All students will receive equitable access to the STEM component of our curriculum. The STEM classroom is differentiated to accommodate students with different learning styles. Teachers will use methods of inquiry and investigations to guide student learning. Our curriculum supports the development of explanatory models and critical thinking. Teachers will be encouraged to read scholarly articles on cultural and gender differences to inform instruction, along with additional information from the Chief Academic officer (CAO). FCCS will be the only School within CSD 29 that offers a STEM component for grades 6, 7, and 8, character education and civics. Given the performance data cited above, students in CSD 29 will benefit from a high- quality, innovative schooling option which FCCS provides.

Family and Community Support: FCCS has marketed its educational model to CSD 29 neighborhoods where a significant number of low income/poverty-level and non-English speaking families reside. The data shows that some prospective families, especially those of economically disadvantaged and immigrant backgrounds may be unfamiliar with or have limited access to information regarding their children's educational options. FCCS will leverage its relationships with community-based organizations (CBOs) and the many community leaders we have engaged, including clergy, elected officials, nonprofit leaders, Principals of elementary schools, and other stakeholders who serve a non-English speaking and/or economically disadvantaged and/or SWD constituency to discuss our program. As an inclusive school, all recruitment and application materials will be available in the predominant languages of the community. To build a broad coalition of support to sustain our ongoing efforts, FCCS will identify a diverse sampling of individuals and businesses to support and engage in the design process of our educational program. By identifying a diverse sampling to support and engage in the design process, a community is more likely to have impactful and sustainable innovations. (See "Plan for Future Community Engagement" below) for further involvement of the community).

E. PUBLIC OUTREACH

The founding team recognizes the unique strengths and resources that families and community partners can bring to the school and have worked to actively involve family members, and community organizations. In accordance with Education Law subdivision 2852(9-a) (b) (ii), the applicant team of FCCS has reached out to various stakeholders within CSD29, and particularly among residents of the South Jamaica community, to inform them of our intent to start a charter school within their district, and to provide meaningful opportunities for input that could be incorporated into a final proposal. Since 2010, our plan to establish a charter school on both the Far Rockaway peninsula (CSD 27) and CSD29 in south Jamaica has been met with positive and continuous support from the community. Currently, this remains the same. On Tuesday June 9th 2015, the founding team met with members of the Youth and Education Committee of Community Board 13. In this meeting, the founding team members made a presentation in which the board was informed about the school's mission and objectives, the intended location of our charter school, the target student population, the grades to be served, and a description of the educational programs to be offered. In July of 2015 we met with representatives from the office of Senator Leroy G. Comrie and made a similar presentation. On Saturday September 26th 2015, the founding team had a public presentation at the Cambria Heights Library at 218-13 Linden Blvd, where we informed the public of our intent to open a charter school within their district. We responded to questions about our STEM unit that will be offered as an elective. (See Attachment 2). FCCS predicts it will draw students from all elementary schools within CSD29 and to this end, has sought to achieve the following goals prior to submission of our 2015 application. 1) to inform and engage community members regarding FCCS, 2) to discuss ways of recruiting students and 3) to elicit community feedback in order to strengthen the FCCS model.

The applicant team has been engaged in rigorous, ongoing efforts of outreach to inform and solicit input from CSD 29. We've distributed informational brochures in various locations throughout the community including the streets, subways and block association events, made presentations to Community Based Organizations, attended street fairs, presented to various boards at their monthly meetings, spoke at important events and functions, churches, to public school officials, local newspapers such as The New York Daily News, The Time Ledger, and The Caribbean Life Newspaper. In all our events, participants were given opportunities to ask questions and were given appropriate feedback. (See Attachment 2 "Samples of Evidence of Community Outreach" for some of the questions and responses originating from community meetings we have had over the years).

Plan for Future Community Engagement:

Engaging a community and its members in its own future provides fertile ground for new ideas, and the opportunity for broad ownership of the ideas and plans that are adopted. Medgar Evers College has volunteered to develop field placements and internships at Flagship Community Charter School (FCCS) and use the school as an opportunity for Medgar Evers College students to observe innovative educational practices. Medgar Evers College will also utilize the FCCS and the relationship between Medgar Evers College faculty and FCCS faculty as a context for interns in the Medgar Evers leadership program. FCCS will continue to engage other stakeholders as we recognize the significant roles they could play in achieving academic success among middle schools students. FCCS intends to host outreach meetings to gather maximum support for the school. We will look for potential partnerships with other colleges to provide voluntary teacher support in the form of professional development and teaching assistants that will bolster our Collaborative Team Teaching model and our tutoring

program. FCCS will solicit private donors, foundations and other funding sources to maximize the funds available to FCCS, particularly in the beginning stages. However, our budget is not predicated on any of these foundation funds. We will work with the District Superintendent, principals of elementary schools, and parents of children ready for transition into middle school to insure that students in the community are informed about our charter school, and are given equal opportunity to submit their names into our lottery.

F. PROGRAMMATIC AND FISCAL IMPACT

Programmatic Impact: The applicant team of Flagship Community Charter School believes that competition brings out the best in everyone. The school will become the finest middle school in CSD29 where our methods and strategies will become models for other schools. We anticipate the opportunity to collaborate with our district public and non-public schools to facilitate positive programmatic impacts, especially as it relates to our STEM initiative with specific STEM units for each of grades 6, 7, and 8. We will work in partnership with our CSD29 colleagues to facilitate open communication, share best practices, conduct inter-visitations between our school, public and non-public schools, other high performing charter schools and South Jamaica community groups. There are currently 44 schools in CSD 29 including 4 charter schools (only 2 provide services for middle school students). Of the 44 schools, 7 are middle schools like the one we are proposing. In total, there are 26,517 students attending public schools (K-12) in CSD 29 and our initial enrollment will be less than 1% of the total population. At full capacity, taking into consideration attrition, we will comprise about 1.41% of the population. We do not anticipate having a negative programmatic impact for either the community or the charter schools. On the contrary, we can fill a need for most middle school students since the majority of schools in CSD 29 do not provide services for middle school students. Most importantly, we would serve as a school that focuses instruction for students with special needs which are underserved in both charter and community schools.

FISCAL IMPACT

Calendar Year	Number of Students	Per Pupil Allocation ¹	Projected Charter School Cost	Department of Education Annual Budget ²	Percent Impact
2015- 2016	0	13,877.00	0	\$24,800,000,000	0
2016- 2017	125	14,027.00	\$1,753,375	\$25,544,000,000	0.007%
2017- 2018	249	14,027.00	\$3,492,723	\$26,310,320,000	0.013%
2018- 2019	375	14,027.00	\$5,260,125	\$27,099,629,600	0.019%
2019- 2020	375	14,027.00	\$5,260,125	\$27,912,618,488	0.019%
2020-2021	375	14,027.00	\$5,260,125	\$28,749,997,043	0.018%

The above numbers for Per Pupil Allocation is based on budget legislation enacted in March, 2014

¹ Per pupil Allocated Operating Expenses (AOE) for 2015-2016 is \$13,877. This number increases to \$14,027 for 2016-2017 school year and the 2017-2018 school year. We assume no change for 2018-2021. ²Assumes New York City DoE budget base remains the same for 2015-2016 school year (\$24,800,000,000), then a 3 percent annual increase from the 2016-2017 school year through the 2020-2021 school year. Based on NYCDOE’s annual budget of \$24,800,000,000, for fiscal year 2014-2015, and assuming a 3% increase in 2015-2016, FCCS would be allocated \$1,753,375 in public funds during its first year of operation. This figure is based upon enrollment of 125 students during year one, and a per pupil allocation of \$14,027.00. The fiscal impact on NYCDOE total budget is negligible (0.007%). During the following years 2, 3, 4, and 5, the fiscal impact on the total budget is projected to be 0.013 %, 0.019%, 0.019%, and 0.018 respectively, assuming a 3% increase in the total budget and per pupil allocation consistent with budget legislation passed in March of 2014.

Impact on Non-Public Schools: With respect to tuition-based, private middle schools, there are none located in CSD29 that provide services to middle school children that is designed to meet their diverse academic needs. In the event there were private schools, FCCS will not have a great effect on these institutions since FCCS expects many of its students will come from low-income families who would not have had the means to pay for these elite private schools. Furthermore, since FCCS expects to serve many children who are at risk of academic failure, it is not expected this student population would be eligible for admission to private schools, which require students to score well on admission tests. FCCS will most likely appeal to families of students whose only current option is to send their children to the neighborhood’s district schools. However, we will accept any student, regardless of the financial status of their family.

II. EDUCATIONAL PLAN

A. ACHIEVEMENT GOALS: The educational goals that link FCCS curriculum, organizational structure, system of accountability and assessment arises out of clearly articulated benchmarks, which will be used to measure the levels of effectiveness of administrators, teachers, and non- academic staff. Specifically, the education goals are:

<p>Goal I: ELA Achievement: FCCS students will demonstrate proficiency in reading, writing and speaking in the academic discipline of English Language.</p> <ul style="list-style-type: none"> o Absolute measure: Each year at least 70% of FCCS students in testing grades, will achieve a score of 3 or above on New York State ELA Examination

<ul style="list-style-type: none"> ○ Comparative measure: Each year, the percent of students in the middle school accountability cohort passing the ELA exam, with a score of 3 or above, will exceed that of the cohort of all students from the local school district. ○ Growth measure: Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state ELA exam, and 70 percent at or above Level 3 on the current year's exam. ○ If a grade-level cohort exceeds 70% of students at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.
<p>Goal II: Mathematics Achievement: FCCS students will demonstrate competency in the understanding and application of mathematical computation and problems solving.</p> <ul style="list-style-type: none"> ○ Absolute measure: Each year at least 70% of FCCS students in testing grades will achieve a score of 3 or above on New York State Mathematical Examination ○ 70% of the 8th grade cohort will score at least 65% on the NY State Integrated Algebra Regents exam. ○ Comparative measure: Each year, the percent of students in the middle school accountability cohort passing the math exam with a score of 3 or above will exceed that of the cohort of all students from the local school district. ○ Growth measure: Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state Math exam and 70 percent at or above Level 3 on the current year's exam.
<p>Goal III: Science Achievement: FCCS students will demonstrate proficiency relevant to Science achievement</p> <ul style="list-style-type: none"> ○ Absolute measure: Each year, at least 70% of FCCS students in testing grades, will achieve a score of 3 or above on New York State Science Examination ○ Comparative measure: Each year, the percent of students in the middle school accountability cohort passing the science exam with a score of 3 or above will exceed that of the cohort of all students from the local school district. ○ Growth measure: Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state science exam and 70 percent at or above Level 3 on the current year's exam.
<p>Goal IV: Social studies Achievement: FCCS students will demonstrate competency relevant to Social Studies.</p> <ul style="list-style-type: none"> ○ Absolute measure: Each year, at least 70% of FCCS students in testing grades will achieve a score of 3 or above on New York State Social Studies Examination. ○ Comparative measure: Each year, the percent of students in the middle school accountability cohort passing the Social Studies with a score of 3 or above, will exceed that of the cohort of all students from the local school district. ○ Growth measure: Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state Social Studies exam, and 70 percent at or above Level 3 on the current year's exam.
<p>Goal V: Adequate Yearly Progress: FCCS will make Adequate Yearly Progress</p> <ul style="list-style-type: none"> ○ Absolute Measure: Under the state's NCLB accountability system, FCCS's Accountability Status will be "Good Standing" each year based on FCCS's provisions for target student subgroups ○ Each year, the school's aggregate performance index will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system in ELA, Math, Science and Social Studies.
<p>Goal VI: Student and Family Engagement: Students and families at FCCS will demonstrate strong engagement with and commitment to the school.</p> <p>Absolute Measure</p> <ul style="list-style-type: none"> ○ Over 80% of parents will report high levels of satisfaction with schools' academic program and learning environment, teachers, and administrators based on annual survey conducted by FCCS. ○ FCCS will meet or exceed 90% daily attendance. ○ FCCS ensures that 90% of students in each cohort return each year ○ 90% of the school's enrolled students, and 90% of families, will return completed Student Satisfaction Surveys each year. <p>Growth Measures:</p> <ul style="list-style-type: none"> ○ Each year, the percent of families maintaining active involvement in the school through the Parent-Teacher Association, the school's volunteer program, or participation in Parent Conferences will increase over the previous year's involvement percentage, until the school reaches a 90% threshold.
<p>Goal VII: Organizational Viability: FCCS will be a strong viable organization that makes responsible financial decisions, and demonstrate sound fiscal practices and management.</p> <p>Absolute Measures:</p> <ul style="list-style-type: none"> ○ FCCS will retain 85% of teachers to whom the school offers a contract from one year to the next. ○ FCCS will produce monthly financial reports demonstrating healthy financial standing. ○ FCCS will meet all legal requirements and responsibilities of the Charter Schools Act, Commissioners Regulations and the Authorizer; <p>FCCS will have clean financial audits each year</p>
<p>Goal VIII: School Culture & Student/Family Satisfaction: Students and families will be satisfied with the academic program and learning environment provided by FCCS.</p> <p>Absolute Measures:</p> <ul style="list-style-type: none"> ○ 85% of students and families will "agree" or "strongly agree" that FCCS provides a high-quality academic program, as reported through the annual Student and Family Satisfaction Survey.

- 85% of students and families will consider FCCS a “safe” school, as reported through the annual Student and Family Satisfaction Surveys.

Comparative Measures:

- On the annual Student and Family Satisfaction Surveys, 70% of all respondents will “agree” or “strongly agree” that FCCS provides a more rigorous academic experience and a greater level of support for students than the child’s previous school.

Teachers retained by FCCS will be held accountable for students’ progress. The Chief Academic Officer (CAO) will provide necessary support to assist teachers in achieving academic and non-academic goals. Academic staff will meet each Friday from 3:30-5:00 in an assigned room, to discuss student progress and for professional development. Using both formal and informal assessments (See section D Assessment System), teachers at FCCS will constantly gauge student progress, ensuring instruction is tailored to individual students’ needs. FCCS will utilize FOSS science assessment, IMPACT math assessment, New York State Identification Test for English Language Learners (NYSITELL), New York State English as a Second Language Achievement Test (NYSESLAT) and Terra Nova as means of evaluating whether students have attained the skills and knowledge specified for the aforementioned goals. School staff will also be allowed to create their own interim assessments to measure what students mastered, what they actually learned. Our methods of assessment, will allow teachers to monitor student progress in content and skill areas in order to ensure proficiency for the New York State tests.

B. SCHOOL SCHEDULE AND CALENDAR

FCCS’s schedule is designed to maximize the time students spend learning and mastering rigorous content and skills. Schedule and calendar tables are in *Attachments 3a, Sample Daily Schedules* and *3b, First Year Calendar*. FCCS’s school calendar and schedule are built around the following core principles:

1. Extended school day and year. Designed to provide time for rigorous instruction, FCCS’s extended school day and year are based on the practices of high performing urban schools. Students will attend school Monday, through Thursday from 7:30am to 5:15pm, Fridays from 7:30am until 3:26pm. FCCS’s day is longer than a typical NYCDOE school. Our school year provides a baseline of 187 instructional days, 7 more than the state minimum. All incoming students will attend Summer Academy for two weeks in August, which FCCS considers to be the beginning of the academic year. This adds an additional 8 days to our school year. During these two weeks, students will learn FCCS’s expectations, take baseline assessment exams, and prepare for the requirements of grade level work. Once formal sessions begin, all students will receive at least 45 minutes of tutoring in Literacy and Math Monday through Thursday; along with enrichment activities from 4:15pm to 5:15 pm. This is designed to help all students, particularly those who are struggling academically. Students who have not mastered a grade’s content must attend a 4-week Summer Academy. Summer Academies are in addition to the 187-day school year.

Teacher planning time is embedded into each school day from Monday through Thursday. Math, Science and Social studies teachers meet during period 5, ELA Visual/Performing Arts/Spanish teachers meet during period 3. There is an additional 90 minutes each Friday from 3:30 to 5:00 pm when all teachers meet as part of our professional learning community. Students have an early dismissal at 3:26 pm each Friday. Teachers will work collaboratively with their colleagues, with support from the CAO. They will meet in grade level teams or by content area to review student data, focus on innovative ways to incorporate UDL and differentiation into lesson plans and special population needs. On Fridays, teachers will also have opportunities to participate in whole group PD sessions focused on developing integrated curriculum, building teacher, content knowledge and effective pedagogy (e.g. PBL, Inquiry) and classroom management. The CAO will provide an agenda for all sessions with input from the staff. Overall, teachers will have 4 hours of common planning time each week. Monday - Thursday (175 hours per year), and 70 additional professional development hours each year (includes Summer Academy) and Fridays from 3:30-5:00 pm.

All teachers will report to work on August 8th 2016, two weeks before our students arrive. During those two weeks, teachers will receive uninterrupted professional development that will include but not limited to: UDL and Differentiation, introduction to character counts, building a positive culture and climate, effective classroom management, Collaborative Team Teaching, and PBIS. Students report for our mandatory Summer Institute on August 22nd to September 2nd 2016, then return on Tuesday September 9th 2016. FCCS will identify at least 2 additional days for school-wide professional development, where teachers will be able to analyze data from our assessments and plan accordingly. Professional development is coordinated by the CAO.

2. Integrating core and supplemental instruction into teacher and student schedule: Our school day begins with a healthy breakfast from 7:30am to 7:55am. This session will be supervised by the Director of Operations or his/her designee, school aides, and volunteer staff. Students are then dismissed so they may have access to their lockers before moving to their respective advisory which begins at 8:00am. Teachers and staff will be in the hallway supervising the transition into individual classrooms throughout the day. Tight transition between lessons and activities can add days of learning time, whereas messy transitions invite disruptions that undercut learning. The FCCS Teacher Advisory Period will use a national character education program, “Character Counts”, which is based on six pillars: trustworthiness, respect, responsibility, fairness, caring and citizenship. Core classes of English Language Arts (ELA), Social Studies; Science; Mathematics along with electives are taught following advisory. FCCS believes that physical activity supports learning; therefore all students are offered 60 minutes of physical education (alternate with STEM PBL) every other day in grades six through eight. Visual and/ Performing Arts also alternate with Civics in grades 6, each taught every other day. In grade 7-8, Spanish and Visual/Performing Arts are taught every other day.

3. Teacher and Instructional Groupings: Each grade level cohort of approximately 125 students will be grouped into five advisory sections of 25 students that move through the school day together. Advisory groups are indicated as A, B, C, D and E but will take on other names at a later date. These names will be used for school-wide competitions (e.g. homework competition and athletic competition). Classrooms will be mixed-ability with respect to students' prior achievement, and special education or ELL status. Classes will be configured in a way that facilitates individualized and small- group instruction to target identified student needs. Our faculty consisting of general studies, specialty, and instructional intervention teachers will be grouped in grade level teams or by content areas, although there will be times when teachers will meet across grade levels. Teachers schedule include common- planning time, Monday through Friday, then on Friday from 3:30 to 5:00pm. Teachers will participate in Professional Learning Community (PLC's) supervised by the CAO, who, along with core teachers, will collaboratively analyze student data (formative and summative), develop unit and lesson plans based on the common core. Assessment data including teacher observation will drive the instructional groupings. Students will be grouped by need, level, or modality of learning. All groupings are flexible, and will change based on ongoing student assessment and the data that it provides.

4. Supplemental Instruction: Specifics about supplemental instruction, particularly to special populations of students (ELLs, SWDs, academically at-risk, etc.) are provided in section II.G (Special Student Populations and Related Services) as well as section II.C (Curriculum and Instruction). Our longer school day and year, extended instructional periods, and summer program are all design elements that provide critical time on task so students at risk of academic failure can meet proficiency standards, while still allowing time to engage in studies outside core subjects. Team taught classes will be offered in all core disciplines for special education and ELL students to support the instructional program and meet the diverse needs of the learners. All students receive 45 minutes of Literacy and math tutoring Monday Through Friday, in addition to regular core courses in math and ELA. FCCS anticipates a higher than normal number of incoming students at low achievement levels and will rigorously try to remediate them. Test results obtained from standardized testing such as MAP or Terra Nova during the Summer Academy along with 5th grade state exam scores will determine students needing remediation. Academic Intervention Services (AIS) are offered to students during the 3:30pm to 4:15 pm Math and Literacy Tutorials. The CAO is responsible for implementing a remediation program consisting of:

Literacy Tutorial: Students are scheduled for remediation on Monday and Wednesday in addition to a language arts class. The program emphasizes vocabulary development, oral discussion, writing and reading comprehension. Instruction is integrated with English language arts, social studies, and other content areas. Students read fiction and nonfiction, trade books, magazine articles, and supplementary texts. Students are made aware of the patterns of thinking that apply to all four communication skills - reading, writing, listening, and speaking. The developmental writing classes are organized as writing workshops where students learn the techniques to write competently. Students learn and practice writing skills (prewriting, drafting, conferencing, revising and editing) in order to improve their writing. Professional and student exemplars are used as models. Teachers and students contribute to creating finished products of which students can be proud. Students also strive to create written work for publication in the school's newsletter. Computer technology is integrated into the writing program.

Math Tutorial: Students are scheduled for math Tutorial on Tuesday and Thursday and spans the spectrum of math instruction, from basic arithmetic skills and facts to higher-level comprehension including application of mathematical concepts. Students work in small groups with a teacher and teaching assistant to reinforce skills and to strengthen mathematical weaknesses. Basic skills and problem solving are practiced through a variety of media - manipulative, activities, worksheets, computer software, games and periodicals. Services will be provided by a math teacher along with a teaching assistant.

5. Enrichment Opportunities

FCCS's schedule prioritizes frequent opportunities for professional development (PD) and for teachers and tutors to collaborate. Each Friday, FCCS Students are dismissed at 3:26pm, while teachers, tutors, and administrators stay to spend 90 minutes on professional development. By devoting time each week for staff to work together, FCCS seeks to ensure that urgent day-to-day realities do not crowd out teacher collaboration and professional growth. Monday through Thursday, students will have six academic periods and up to 135 minutes of tutorial and enrichment. No less than five periods will be teacher-led classes. Students will have one hour of science math, ELA, and social studies daily. Visual/or Performing Arts and Civics will alternate (every other day), as well as Physical Education and STEM Project Base Learning (PBL). In the final 105 minutes of the day, students will participate in literacy tutorials and enrichment opportunities such as video production, homework club, debate team and STEM. The latter, with the help of the STEM Academy.

Typical school day schedule for 6th grade (See Attachment 3a-Sample Daily Schedule)

Time	Activity
7:30am- 7:55am	Breakfast: All students will be encouraged to eat breakfast

8:00am- 8:20am	Advisory: Students will be able to talk about concerns about school, and teachers will get a gauge on how students are doing emotionally. Advisory focuses on character development, with 25 students per class
8:24am- 9:24am	English Language Arts: Students will have one hour of instruction in ELA. They will work on strategies for non-fiction reading, read historical fiction, poetry, etc. Students will read information in the content area using a specific lens to write about it.
9:28-10:28am	Math: Students will have math for 60 minutes a day. (Note: STEM PBL also reinforces mathematical skills)
10:30-11:30 am	Physical Education/PBL: Students are offered 60 minutes of physical fitness on alternate days with PBL
11:30- 12:15 pm	LUNCH: Students will have lunch with their peers
12:20-1:20 pm	Visual/Performing Arts/Civics: Students will receive 60 minutes of artistic instruction on alternate days. (alternate with Civics)
1:24-2:24 pm	Social Studies: Students will have one hour of instruction in content based Social Studies
2:26-3:26	Science: Students will have one hour of instruction in content based Science. They will read information in the content area using a specific lens and be able to write about it. Scientific skills reinforced through STEM PBL
3:30-4:15	All students receives 45 minutes Math tutoring 2 days per week And 45 minutes of Literacy tutoring 2 days per week.
4:15-5:30	All students receive Enrichment opportunities(Photography, Video production, homework team, Debate Team, STEM club) 3:30-5:00 pm each Friday, teachers engage in our Professional Learning community (PLC), which allows teachers to engage with colleagues in the ongoing exploration of three crucial questions that drive the work of those within a professional learning community: <ul style="list-style-type: none"> • What do we want each student to learn? • How do we know when each student has learned it? • How will we respond when a student experiences difficulty in learning? Teachers will participate in whole group PD training

The total weekly hours of instruction for each subject area in 6th grade are as follows:

Class	Hours Per Week	Minutes Per Week
Advisory	1.7 hours	100 minutes
English language Arts	5 hours	300 minutes
Social Studies	5 hours	300 minutes
Science	5 hours	300 minutes
Mathematics	5 hours	300 minutes
Tutorial	3 hours	180 minutes
Visual/Performing Arts/Civics	5 hours	300 minutes
Physical /Education/PBL	5 hours	225 minutes
Total	34.7 hours	2005 minutes

Grades seven and eight: Students will continue to have all classes offered in 6th grade in addition to a foreign language (Spanish) which will be added in grade seven. Students in grades seven and eight will have Spanish and Arts on alternate days. STEM and physical education will also be offered on alternate days.

See ATTACHMENT 3a for Sample Daily Schedule for 6th grade.

SEE ATTACHMENT 3b for the First Year Calendar.

C. CURRICULUM AND INSTRUCTION

FCCS offers a rigorous academic and character development program that will have clearly defined and measurable expectations. Curriculum is aligned with New York State Learning Standards and the Common Core Learning Standards for ELA and literacy and for mathematics. Our annual calendar, daily schedule, and entire academic program promote success in students' core academic courses. Core curriculum will be complemented by a foreign language (*beginning in grade 7*), enrichment opportunities, and multiple layers of support for students. FCCS's curriculum is designed to challenge students to do their best academically regardless of their ELL or special education status, or academic level. Our emphasis on academic rigor requires that all students receive a full year of Regents-level high school algebra, earth science and or/living environment by the end of 8th grade. In order to achieve our goals and best teach our target population, FCCS will follow a framework that utilizes Universal Design for Learning, Differentiated Instruction, Project Based Learning and Collaborative Team Teaching. This approach will allow FCCS to provide supports needed for ELLs, students with disabilities, and students who qualify for Free and Reduced Priced Lunch program. Both Differentiation and Universal design were discussed in detail under Key Elements.

Curriculum development:

In order to optimize teacher engagement in the academic program, FCCS teachers and leadership will annually engage in a rigorous in-house curriculum development and refinement process. The Principal and Chief Academic Officer are responsible for overseeing the development and execution of curriculum and ensuring it meets expectations in design, implementation, and outcomes. The curriculum development process begins by establishing school-wide academic goals that teachers then translate into class-specific goals and metrics. Each teacher creates an action plan for implementing the curriculum, administering assessments to measure its effectiveness, and creating additional action plans to address deficiencies. The Principal and CAO work closely with teachers to ensure unit and lesson plans align with the CCLS and the school's scope and sequence. The CCLS offer a K-12 progression of learning objectives that are coherently woven together and culminate in post-secondary success, providing structure for FCCS teachers to focus design. We plan to use lesson study in our professional learning community. Lesson study is a practice where teachers work collaboratively to design and implement units, lessons, follow up the lessons discussing areas of strength and weakness, and then improving the lessons based on their observations. Teachers will create units, implement them, and discuss ways to improve their practice. Teachers will use their classroom practice to inform and improve their lessons. Teachers will create curricula in collaboration with other teachers and the CAO, and will decide learning outcomes based on the New York State Learning Standards, the Common Core Learning Standards, as well as student assessments. We will collaborate with experts in the field of curriculum development to design an effective curriculum aligned with CCLS and New York State Standards (*see budget line item 104*).

Research on data-driven instruction highlights the importance of frequent assessments to gauge curricular quality. Accordingly, FCCS will have in place a number of checks to ensure the curriculum is effective and successfully implemented. The ultimate measure of a curriculum's success lies in both the ability of a teacher to plan lessons that engage students in learning on a daily basis and the ability of a teacher to provide regular and ongoing evidence of student mastery. We will implement systems to provide feedback and accountability metrics on both of these measures. *FCCS will develop an instructional guide* for faculty that outlines how we will build consistent instructional systems to ensure that all teachers have the tools to increase student achievement. It will cover literacy, numeracy, science, social studies, homework, school culture and discipline, and rules and routines.

Core Courses:

English Language Arts: Balanced literacy instruction will be the basis of all instruction from grades 6-8. All teachers will be teachers of literacy, as reading, writing, listening and speaking skills are the critical building blocks for academic success. Students will read from a variety of fiction and non-fiction books and other reading materials. The ELA curriculum adopted by FCCS is aligned with New York State standards and Common Core Learning Standards, and focuses on developing students'

strength as readers, writers, researchers, listeners, speakers and collaborators. Teachers will continue to use the structures and components of Balanced Literacy with a shift in the emphasis from learning to read to reading to learn. Students will continue to refine, advance, and apply their reading, writing, listening, and speaking skills to build knowledge about new subject matter. All teachers will attend workshops coordinated by the CAO, to further strengthen their skills and techniques in reading and balanced literacy across the curriculum, using models advocated by the Carnegie Foundation and funders of adolescent literacy programs throughout the country. FCCS will utilize several grammar and writing resources to ensure that every student is prepared for high school demands in terms of ELA skills. These include Holt Language Network Grades 6-12, and Holt Elements of Language Common Ancillaries 6-12. FCCS will focus on language skills upon which students and teachers can build in each successive year. Classrooms will be equipped with libraries which students will learn to use for locating information about a specific research question, reading for pleasure, or examining a particular author's style. Teachers will also use Prentice Hall Writing Coach, a digitally driven writing program for grades 6-12, providing detailed instruction and assessment for our students at all ability levels.

Mathematics: FCCS will follow the Impact Mathematics Curriculum (Algebra and More), a comprehensive math curriculum for grades six through eight. All students will complete a full year of Algebra by the end of grade 8. Impact is rooted in principles of active learning and includes Geometry, Statistics, Probability, and Algebra I. Impact combines ease of use and appropriate attention to practice and skills with active involvement on the part of students in making sense of important mathematical ideas. IMPACT Mathematics intertwines concepts and continuously refers to material in previous chapters and in students' personal experiences to make mathematics more relevant. Although IMPACT mathematics is a curriculum that was transitioned out from NYCDOE core curriculum and overall was not accepted well by math educators, we believe that with any curriculum it comes down to teacher effectiveness.

Social Studies: FCCS Social Studies curriculum provides an integrative, student-driven, skill-based approach to the study of history, politics, geography and economics. Students learn the breadth and depth of the human experience by a comparative study of past and contemporary societies and cultures. FCCS's program in Social Studies is designed to increase students' abilities to understand an ever changing, complex world. Students are given opportunities to form conclusions about significant issues, and events of both past and present. They will be exposed to the concepts of the social sciences in order to gain a greater appreciation of their own cultures as well as the values and beliefs of others. Instruction will be based on NY State Learning Standards for Social Studies and will incorporate the eight dimensions of teaching and learning as outlined in NY State Standards. Critical thinking and writing will be emphasized throughout students' investigations of social studies themes and topics. Since PBL is central to our educational program, Social Studies projects typically feature technology integration, student choice, and higher-level synthesis of core information. PBL allows students to work collaboratively in small groups. They will ask and answer analytical questions, consult multiple databases, and organize data from a wide variety of primary sources to conduct, synthesize, and analyze research. They will take and defend positions on past and contemporary issues and controversial events by evaluating evidence and formulating rational conclusions based on evidence and data. Research topics selected will be relevant to students' lives and build on their interests. Students will be assessed regularly using a mix of curriculum-based and performance-based assessments that require them to demonstrate their knowledge and understanding of the major topics of the New York State Social Studies Curriculum. Text books used will be The Eastern Hemisphere for 6th grade and The American Nation for 7th and 8th grades. Teachers will direct students in using Social Studies Grades 6-12 Internet Resource Guide to aid in research.

Science: FCCS will utilize FOSS (Full Option Science System) model for science instruction. FOSS is a research-based science curriculum for grades K-8 developed at the Lawrence Hall of Science, University of California at Berkeley, and aligns with the common core and NYS standards. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms, and to prepare them for life in the 21st century. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how students think and learn. Students read texts and novels that are relevant to their topics of study in science to help "make the connection." At FCCS, students are trained to master the scientific skills and content imperative to participate effectively in today's global society. FCCS's teachers will be facilitators, leading students to observe, question, and explore both the natural world and their own learning processes. Each grade is exposed to a variety of science topics and projects throughout the year, drawing from earth and space sciences, life sciences, physical sciences and other fields. Each science topic contains a wide range of possible avenues for investigation and interdisciplinary integration. Students will employ research, writing, mathematics, problem-solving and communication skills, and a wide variety of computer software programs and material from selected websites. FCCS will negotiate a partnership with the New York Hall of Science for purposes of establishing joint programs where students will gain hands on experience on issues related to science. FCCS will also negotiate partnership with the American Museum of Natural History where students can participate in their writing and other programs.

Co-Curricular Courses:

Foreign Language: FCCS's foreign language curriculum trains students to express themselves in at least one other contemporary language while gaining an awareness of international cultures and perspectives. Beginning with 7th grade, students have the opportunity of expressing themselves using Spanish as a second language. Our staffing plan includes a Spanish teacher as one of the specialty teachers in year 2. Other languages will be determined for future years. Foreign language teachers are encouraged to utilize PBL in a classroom. PBL fosters foreign language learning by engaging students in important, real-world projects and having students utilize their first and second language knowledge, skills, and abilities to complete the work. PBL integrates all four language skills (listening, reading, speaking, and writing), incorporates collaborative team work, lends itself to clear outcomes, and challenges learners to use the foreign language in different capacities inside and outside the classroom.

Visual and Performing Arts: FCCS will use New York City Department of Education's Blueprint for the Arts as our guide. The Blueprint provides a standards-based, rigorous approach to teaching the arts. It gives students the opportunity to delve deeply into these subjects, while giving teachers the latitude to create an instructional program and assessments that demonstrate student learning over time and in varied dimensions. The founding team believes that an effective visual and performing arts program play a major role in student's educational experience. Students will become comfortable and skillful at working with a variety of artistic media and materials, make social, cultural and historical connections, engage in learning beyond the classroom, share in the rich diversity of the community, and become lifelong learners and advocates for the Arts. The overarching goal of the Performing Arts curriculum is to provide students with a better understanding of and appreciation for music, theatrical performance and dance, while also offering them a wide variety of opportunities to create and participate in concerts and original productions. The Performing Arts curriculum aims to address each student's role as a creator/performer and a connoisseur of the arts. Students explore the history of the performing arts and its integration with visual arts, literature, and contemporary media and technology. They learn the importance of discipline practice in choral, instrumental, dance, and theater courses and share the results with the community according to a regular performing arts calendar.

Physical Education & Health: The goal behind FCCS Physical Education program is to present meaningful opportunities for students to learn sportsmanship behaviors, concepts, knowledge, and skills that will help them make appropriate decisions in terms of social, emotional, intellectual and physical health. FCCS is committed to the physical, social and academic well-being of all students. The middle school Physical Education curriculum emphasizes three key areas: Individual and Team Sports, Health and Wellness, Adapted Physical education for students with physical disabilities or for students with a plan approved by the district. This curricular design provides opportunities for students to explore a variety of movement skills and concepts, develop appropriate social skills, think critically and reflect on their experiences. Throughout the curriculum, students are encouraged to accept new challenges, delve deeper into personal interests and explore their role within the group dynamic.

Civics: FCCS believes that public schools have a primary responsibility both to educate students for college and to improve the democratic infrastructure of our community. Our goal is to ensure that all graduates are able to participate and take leadership roles in civic institutions. Through required service learning, summer experiences, debate, and other civic activities during in and out-of-school time, our students will apply the knowledge, skills, and character they have developed in the academic program to help change the world. Our graduates must be poised public speakers, respectful debaters, skilled negotiators of conflicting information, engaged community members, critical thinkers, and confident leaders. The measurement of these goals includes standardized testing (NAEP Civics), community service data, interscholastic competition results, and metrics of school behavior obtained from (PBIS).

Project-Based Learning: During STEM instructional periods for the units specifically designed for grades 6, 7 and 8, all students will work individually and in groups to demonstrate content mastery by producing quality assignments and/or portfolios. Both fluent and non-fluent English speakers will learn from each other as they work side-by-side during STEM instruction and collaboration. Project-oriented, hands-on, and minds-on activities challenge students to: think critically; develop excellent written and spoken expression; reinforce and master mathematical concepts and skills; become scientifically and technologically literate. The following is a description of PBL as it relates to STEM:

In Grade 6 students are exposed to the first part of the STEM curriculum entitled "Discovering with Stem". In this unit students focus on manufacturing a product in which they will learn to negotiate and determine rules, laws, and constraints related to manufacturing, identify manufacturing methods, determine effective processes, choose appropriate materials, operate equipment safely, manage time and production factors, sketch and draw in order to communicate, calculate material usage, determine product quality in relationship to value, identify and maintain appropriate working attitudes and behaviors, measure

and evaluate time and production inputs, calculate an appropriate selling price for a product, and make decisions concerning design elements. This unit makes connections with material science, technology, engineering design and production. Students will also be exposed to principles of mathematics such as time management, cost evaluation, ratios and fractions, modeling and prototypes.

In Grade 7 students begin the second unit of STEM entitled “Designing with Stem”. Here they focus on problem solving techniques and applications. They will begin by exploring what STEM education is, describe the design process, develop a practical framework that is technical and measureable, investigate career applications that use STEM skills, and describe the components and skills of the 6 step process (*define the problem, define the criteria, develop ideas, develop a solution, test and evaluate, present and/produce*). This unit brings to life, the connections among Science (problem solving strategies), Technology (information retrieval), Engineering (application of problem solving techniques), Mathematics (layout, measurement, data collection).

In Grade 8 students begin the final unit, “Investigating STEM Skills”. This unit focuses on an exploration of engineering objectives in which students will identify the difference between an engineer and a scientist, identify the difference between an engineer and an engineering technologist, and discuss major engineering fields. The following indicates how this unit connects with science, technology, engineering and math. **Science:** problem solving strategies; **Technology:** information retrieval, problem solving; **Engineering:** modeling, prediction, technological design, application of problem solving techniques, design specifications, critical analysis; **Math:** measurements, data collection/graphs, data analysis/prediction, tolerances, proportions, develop and evaluate inferences and predictions that are based on data.

Enrichment Opportunities: Students who display appropriate behavior will have access to the following enrichment opportunities for two hours per week:

Public Speaking, African Drumming, Banking, Investing & Entrepreneurship, Homework Club, Dance Workshop, Video production, Debate Team. FCCS students will spend out-of-school time developing academic and civic skills. Approximately two hours of quality homework every night will be linked to classroom instruction and checked by teachers the following morning. A half-hour of independent reading each night of the week is expected of all students and monitored by teachers in an independent reading log summarizing what was read. Students will participate in local, state and national tournaments, such as Math Counts, and Lego Robotics. We intend to reach out to the National Society of Black Engineers (NSBE) in an effort to form a partnership to provide mentoring to students in the field of engineering. FCCS will engage scientists from the American Museum of Natural History, and New York Hall of Science so that students may be involved in hands on activities. Students will also engage in an end of year STEM celebration day, where they will be able to showcase their talent to parents and the community at an end of year event.

Technology: Having tools that put the focus on the student rather than the teacher helps create a connected classroom where lessons become more interactive and student collaboration increases. Each class will be equipped with PCs/laptops, which students will have access to for purposes of guided research. FCCS will also utilize other 21st century technological tools including interactive white boards, and other devices and educational software such as Brain Pro (an online reading comprehension program) and Intelligent Math Tutor (an educational software for grades 6-12 math), to prepare students to construct their knowledge base. FCCS will utilize the International Society for Technology in Education as a resource that will show teachers how technology can be weaved into our curriculum. Teachers will model appropriate technology in instruction on a daily basis for communication, research, and delivery. Teachers will require students to use appropriate technology as available for collaborative work, communication, research, and data collection/analysis, in projects and other assessments daily.

Alignment with New York State Standards: To fulfill our mission which emphasizes high academic standards, and to ensure success on NYS assessment exams, our curriculum is guided by, and is aligned with the Common Core Learning Standards, and NYS Learning Standards. The founding members have already started development of unit plans for Math and English based on those standards. During the summer of 2016, teachers will participate in professional development familiarizing them with our academic program, making the program rigorous and assuring it is aligned to the common core. Lesson plans and pacing calendars will be designed based on Common Core and NYS standards and reviewed by the Principal and CAO.

Instructional Practice:

FCCS will utilize proven instructional techniques in the classroom, and will provide teachers with all necessary support to promote student learning. Teachers would be held accountable for student’s academic success based on measures of student learning obtained from standardized test results and overall classroom performance grades. Using Terra Nova Common Core Assessments for example, FCCS will capture pre-test data so that grades at the end of the year are meaningful. By utilizing

principles for best practice as outlined below, FCCS will achieve its mission of promoting excellence through academic rigor and high expectations for all students.

All FCCS classrooms will be structured, highly organized learning environments that use consistent instructional practices. For example, FCCS students will enter every classroom by lining up outside the room silently and being greeted by the teacher. Consistency ensures that students know what is expected of them and that valuable learning time is not wasted due to confusion. Lessons are designed so students accomplish a majority of the cognitive heavy-lifting—the writing, thinking, and analyzing—in class, rather than just watching the teacher. Key components of our instructional approach include:

1. Aims: Each class begins with daily aims linked to the CCLS for every subject. Aims consist of what a teacher wants students to be able to do by the end of class. Teachers post each aim in student-friendly language, explain it to students at the beginning, and return to it at the end.

2. Do Now: Students will enter class each day and begin a silent “Do Now” assignment at their desks. This helps students transition into class and quickly refocus their attention. This will help students build or solidify understanding of material, and reflect on class goals.

3. Opening: Classes open with a regular sequence: quick check of the Do Now, connect the new to the known, review Aim, agenda, and expectations, and hook students into the lesson.

4. Introduction to new content or skills: When introducing new material, FCCS teachers are explicit and concise. They identify the key concepts of each lesson, then teach each concept using visual aids including but not limited to power point and concept maps. Teachers maintain a brisk pace that keeps students engaged and enthusiastic.

5. Guided and independent practice and peer teaching: A typical class relies heavily on student work and practice. This might include silent independent work, independent work with check-ins, or partner work. Students have tremendous capacity to help peers learn and will work with peers who have not yet mastered a point. Quick intervention permits students, particularly those behind grade level, to step back into the learning stream, rather than fall farther behind.

6. Closing: Each class ends with an “Exit Ticket,” which emphasizes comprehension of the class’s specific and measurable aims with questions that evaluate student mastery. Exit Ticket data is gathered regularly and evaluated by teachers to identify individual and group deficiencies. The closing helps solidify student understanding through review and summary and provides daily formative assessment data, which allows teachers to edit the next lesson plan based on data.

No single instructional method is most effective for all students. FCCS teachers will use a full range of instructional methods to maximize student learning, including direct instruction, student facilitated learning, and independent study. Quality lessons will serve as the unifying principle of our instructional program, and we will consistently use research-proven strategies to build students’ skills and knowledge. Our instructional approach includes the following key components:

- **Assess early and often to inform effective instruction:** FCCS is organized around achievement- and data-driven decisions. Our staff will engage in frequent data analysis to inform instruction. Our assessment system enables faculty to track student progress. Teachers will use this data to inform the process of designing curriculum, lessons, and pacing. This assessment system will also enable us to identify students who may need extra help to master certain skills.
- **Focus on literacy and writing across the curriculum:** FCCS will maintain a relentless focus on literacy. Students are taught to read and produce high-quality and substantive writing in all content areas. Teachers expect everyone to write and require all students to prepare for discussion through writing. To support ELL students and struggling writers, teachers provide response exemplars that meet and exceed expectations.
- **Gradual release:** FCCS plans for a range of abilities—students learning English, students who find reading easy, and students who require intervention to ensure success. FCCS students become more independent and responsible for their learning as the weight of cognitive work shifts from teacher-as-model, to joint responsibility, and then to independent practice.
- **Double planning:** Lesson plans include what the teacher is doing during class time and detailed, parallel plans for students’ activities. This setup ensures teachers define and plan students’ on-task behavior during the lesson, avoids teacher talk and idle students, and ensures students are maximizing every instructional minute to achieve more time on task.
- **Accountable talk:** “Talking with others about ideas and work is fundamental to learning.” (Resnick, L.B., & Hall, M. (1998). "Learning Organizations for Sustainable Education Reform". *Journal of the Am. Academy of Arts and Sciences*. 127(4)). Students are trained, supported, and required to ask and answer questions and address teachers in complete sentences using proper grammar with strong, articulate voices. Students are corrected if an answer or question is given using incomplete sentences or improper grammar. High standards are held for all written work, and high quality work is celebrated and displayed. Students have many opportunities to engage in meaningful and highly structured conversation, which builds fluency for ELLs and promotes mastery of the CCLS for speaking and listening.

- **Help students until they master it:** FCCS students will matriculate with differing levels of mastery, and learn at varying rates. FCCS is prepared to support all students—regardless of their learning pace or style—until they reach mastery. This learning support comes through multiple means: (1) clear, engaging, high-quality lessons; (2) increased learning time; (3) pull-out and push-in instruction by special education teachers and classroom assistants/paraprofessionals; and (4) mandatory math and literacy tutorials for all students, most of whom need additional attention, as determined by assessment data regardless of special education or ELL classification. These strategies and supports ensure that students with disabilities, ELLs, and students at risk of academic failure are given the remediation and intervention they need.

COMMON CORE SAMPLES

Social Studies Themes	Social Studies Standards	CCSS Reading Standards	CCSS Writing Standards
Geography- how does geography impact culture and hum.an existence	Read and analyze: primary (maps, artifacts, journals, letters, historical documents) and secondary resources (magazine articles, new clips, radio, reviews, opinion editorials, autobiography, biography, paintings)	Evaluate the central idea of the text Assess meaning of vocabulary based on inference and context clues Use non-fiction text characteristics to build Understanding Use multiple resources to support analysis	Write informative and explanatory texts citing evidence
Economy- How is Economy impacted by Environment and natural resources?	Read and analyze: primary (maps, artifacts, journals ,letters, historical documents) and secondary resources (magazine articles, new clips, radio, reviews, opinion editorials, autobiography, biography, paintings)	Assess meaning of vocabulary based on inference and context clues. Use non-fiction text characteristics to build understanding. Use multiple resources to support analysis	Make claims about a topic or issue finding arguments based on text and supporting those arguments
Government- How do governmental structures impact society and quality of life?	Non-fiction/Fiction comparison Non-fiction examples Read and analyze: primary(maps, artifacts, journals, letters, historical documents) secondary resources (magazine articles, new clips, radio, reviews, opinion editorials, autobiography, biography, paintings) Fiction Stories, legends, myths, historical fiction, fantasy, realistic fiction, drama, poems	Text evidence to support ideas Determine theme Character development and elements of story The impact of structure on meaning style How do authors infuse point of view into the text? Compare multiple types of materials	Write informative and explanatory texts citing evidence Make claims about a topic or issue finding arguments based on text and supporting those arguments Compare multiple types of materials and create a comparative writing piece
Culture- How is culture impacted by geography, economy, government and values?	Non-fiction/Fiction comparison Non-fiction examples Read and analyze: primary(maps, artifacts, journals, letters, historical documents) secondary resources (magazine	Text evidence to support ideas. Determine theme Character development and elements of story The impact of structure on meaning Style: How do authors infuse point of view into the text?	Write informative and explanatory texts citing evidence evidence Making claims about a topic or issue finding arguments based on text and supporting those arguments

	articles, new clips, radio, reviews, opinion editorials, autobiography, biography, paintings) Fiction Stories, legends, myths, historical fiction, fantasy, realistic fiction, drama, poems	Compare multiple types of materials	
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Science (By Grade)	Science Standards	CCSS Reading Standards	CCSS Writing Standards
6th grade- Life Sciences	What are the relationships between organisms (producers, consumers, and decomposers), biomes, weather patterns, and the sun? <input type="checkbox"/> How are ecosystems impacted or altered? <input type="checkbox"/> How do organisms adapt to their environment? <input type="checkbox"/> What is mitosis? <input type="checkbox"/> What is cell theory? <input type="checkbox"/> What are the structures of cells, tissues, organs, organ systems and how they interact with each other?	<input type="checkbox"/> Read informational texts <input type="checkbox"/> Read science articles <input type="checkbox"/> follow and understand multistep experiments and process oriented activities <input type="checkbox"/> Understand key science symbols as used in science <input type="checkbox"/> Examine the structure of text and how it impacts the authors purpose <input type="checkbox"/> What is the authors purpose in describing scientific procedures or experiments in text <input type="checkbox"/> Determine the difference between fact, reasonable conclusions based on research outcomes, and speculations <input type="checkbox"/> Compare knowledge gathered from multiple resources	<input type="checkbox"/> Write informative and explanatory texts citing evidence <input type="checkbox"/> Making claims about a topic or issue finding arguments based on text and supporting those arguments <input type="checkbox"/> Compare multiple types of materials and create a comparative writing piece <input type="checkbox"/> Create process pieces/ how too <input type="checkbox"/> How do we represent our Understanding visually (graphs, diagrams, maps, models, etc.)
7th grade- Life Sciences	What are changes of properties of matter? What are atoms? What are the structures of matter?	Read informational texts Read science articles Follow and understand multistep experiments and process oriented activities	Write informative and explanatory texts citing evidence Making claims about a topic or issue finding arguments based on text and supporting those arguments
	What are the differences between physical changes and chemical changes? What is the conservation of matter? How is energy transferred? How is energy converted into heat?	Understand key science symbols and used in science Examine the structure of text and how it impacts the authors purpose What is the authors purpose in describing scientific procedures or experiments in text Determine the difference between fact, reasonable conclusions based on research outcomes, and speculations Compare knowledge gathered from multiple resource	Compare multiple types of materials and create a comparative writing piece Create process pieces/ how too How do we represent our Understanding visually (graphs, diagrams, maps, models, etc.)
8th grade-Earth Space and Science concepts	What are the characteristics of Earth's atmosphere, hydrosphere, and lithosphere?	Read informational texts Read science articles Follow and understand multistep experiments and process	Write informative and explanatory texts citing evidence Making claims about a topic or issue finding arguments based on text and

	<p>How do Earth’s atmosphere, hydrosphere, and lithosphere interact? What is erosion and weathering? How is erosion and weathering interrelated? What is the water cycle? What is the rock cycle? What evidence is there of plate tectonics? How does the solar system function? How do the systems of our solar system impact planet earth? How does the Sun create Earth’s energy?</p>	<p>oriented activities Understand key science symbols and used in science Examine the structure of text and how it impacts the authors purpose What is the authors purpose in describing scientific procedures or experiments in text Determine the difference between fact, reasonable conclusions based on research outcomes, and speculations Compare knowledge gathered from multiple resources</p>	<p>supporting those arguments Compare multiple types of materials and create a comparative writing piece Create process pieces/ how too How do we represent our Understanding visually (graphs, diagrams, maps, models, etc.)</p>
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The following table explains the Common Core State Standards and New York State Standards for Mathematics.

	6 th Grade	7 th Grade	8 th Grade
Ratios and Proportional Relationships	<ul style="list-style-type: none"> Understand ratio concepts and use ratio reasoning to solve problems 	<ul style="list-style-type: none"> Analyze proportional relationships and use them to solve real-world and mathematical problems 	
The Number System	<ul style="list-style-type: none"> Apply and extend previous understandings of multiplication and division to divide fractions by fractions Compute fluently with multi-digit numbers and find common factors and multiples Apply and extend previous understandings of numbers to the system of rational numbers 	<ul style="list-style-type: none"> Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers 	<ul style="list-style-type: none"> Know that there are numbers that are not rational, and approximate them by rational numbers
Algebra	<ul style="list-style-type: none"> Apply and extend previous understandings of arithmetic to algebraic expressions Reason about and solve one-variable equations and inequalities Represent and analyze quantitative relationships between dependent and independent variables 	<ul style="list-style-type: none"> Use properties of operations to generate equivalent expressions Solve real-life and mathematical problems using numerical and algebraic expressions and equations 	<ul style="list-style-type: none"> Work with radicals and integer exponents Understand the connection between Proportional relationships, lines, and linear equations Analyze and solve linear equations and pairs of simultaneous linear equations
Geometry	<ul style="list-style-type: none"> Solve real-world and mathematical problems involving area, surface area, and volume 	<ul style="list-style-type: none"> Draw, construct, and describe geometrical figures and describe the relationships between them Solve real-life and mathematical problems involving angle measure, area, surface area, and volume 	<ul style="list-style-type: none"> Draw, construct, and describe geometrical Understand congruence and similarity using physical models, transparencies, or geometry software Understand and apply the Pythagorean Theorem Solve real-life and mathematical problems involving angle measure, area, surface area, and volume
Statistics and	<ul style="list-style-type: none"> Develop understanding of 	<ul style="list-style-type: none"> Use random sampling to draw 	<ul style="list-style-type: none"> Investigate patterns of association in

Probability	statistical variability <ul style="list-style-type: none"> Summarize and describe distributions 	inferences about a population <ul style="list-style-type: none"> Draw informal comparative inferences about a population Draw informal comparative inferences about two populations Investigate chance processes and develop, use, and evaluate probability models 	bivariate data
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D. ASSESSMENT SYSTEM

Assessments are critical to our overall educational program. FCCS will utilize a check and balance approach by collecting and analyzing student achievement data to ensure they are meeting all academic goals. Research points to the importance of an intentionally designed, and comprehensive assessment system, which balances different types of assessments—diagnostic, summative and formative—and ensures that all stakeholders have appropriate access to the results. All assessment data will be used to inform key decisions aimed at improving academic outcomes which are consistent with our mission.

Diagnostic Assessments: New York State Identification Test for English Language Learners (NYSITELL): Students who speak a language other than English at home are required to complete an English diagnostic exam during student orientation, following the home language survey that all parents are asked to complete during the enrollment period. The data gathered from the survey will determine whether students will take a formal diagnostic exam, the NYSITELL, which will assess whether their level of English proficiency hinders their academic progress. When proficiency levels are established according to the data collected from NYSITELL, the appropriate supports will be determined for each student’s progress. Additionally, FCCS will administer the LAS Links assessment at strategic times throughout the school year to accurately assess the academic and social language skills of ELL students during the school year. This will provide additional data to drive instructional decisions and measure student progress year-to-year and between grades.

IMPACT Mathematics Assessment: At the conclusion of each mathematics unit, students will take the IMPACT performance based assessment. Each assessment gives students an opportunity to show what they know, understand, and can do by requiring students to evaluate, optimize, design, plan, model, transform, generalize, justify, interpret, represent, estimate, and calculate their solutions. The assessments also help teachers determine student progress toward mastery of critical mathematical concepts, and to inform instruction.

Full Option Science System (FOSS): allows science teachers to create both formative and summative assessment tasks that are specifically aligned with NYS Standards. Data from the formative assessments will be used by teachers to modify science instruction. Summative tasks will be used to document and report student progress, and create an opportunity for future groupings

Daily and Weekly In-Class Assessments: Teachers at FCCS will conduct ongoing formative assessments on a weekly basis in the form of Do Now’s, exit tickets, weekly quizzes, and self and peer assessments of student work. STEM formative and summative assessments are also used in the stem portion of our education program. This will provide real time feedback to students and teachers. Additionally, teachers may often assign homework as an immediate assessment tool to gauge understanding of material taught from day to day. Data collected from ongoing formative assessments will be used to tailor instruction based on student’s individual needs.

Summative Assessments: Terra Nova Common Core is a summative assessment with content aligned to the Common Core. This will be administered in August, 2016 and January 2017, to determine how well students have mastered national and common core standards. Teachers will develop common assessments, and internal summative assessments to be administered at the end of a unit. This may take the form of an exam, a research project, an essay, or a presentation.

New York State Tests: Students at FCCS will be held to the same standards as other students in the state and therefore will follow the schedule for New York State assessments. These assessments help us to identify individual students at risk, understand individual student mastery of state standards, gauge school progress over time, and measure performance compared to school goals. This will help us to determine if our students are progressing in relation to their peers in the state. It is our goal to make Adequate Yearly Progress (AYP) in ELA, Math, Science and Social Studies for all sub-groups of students in the school. The results from state assessments from the previous year will be analyzed by the Principal, CAO, and the school’s grade level teams, and used to determine which standards need more teaching time, different instructional methods or additional resources.

New York State English as a Second Language Achievement Test (NYSESLAT): Each year ELL students at FCCS will take the NYSESLAT to measure increases in language proficiency. If a student scores at Proficient level, the student will no longer be regarded as ELL. If the student scores at Beginning, Intermediate or Advanced level, he or she is eligible to continue to receive Limited English Proficiency (LEP) services. This assessment will measure the individual progress of our ELL students as well as gauge the effectiveness of our curriculum.

Comprehensive Performance Assessments will be built into social studies and other disciplines over the course of the charter, and will be aligned with FCCS curriculum, Common Core standards and performance indicators. Requiring students to demonstrate their knowledge and skills in an authentic learning task not only is the best indication of their mastery of the standards but also aligns with the underlying principles of PBL as delineated in our curriculum. Students will be provided with detailed information of the comprehensive performance assessments, as well as timelines, rubrics, study guide for tests, opportunities to receive feedback and to revise work. For the STEM units offered by FCCS, each grade will be assigned a STEM project due at the end of each trimester.

The CAO will meet with individual teachers to review teacher assessment data, adjust time frames (if necessary) and to discuss next steps for all students so they will reach their goals in all core subject areas. Teachers will monitor their student's results. Teachers and guidance counselor will be in frequent contact with parents through phone calls and letters, along with appointments to discuss their children's progress. Each marking period, teachers will prepare reports that include a checklist reflecting the student proficiency for common core and state standard. There will be two formal family conferences each year. Following is a summary of our methods of assessment:

Assessments Chart

Assessment	Description	Dates	Grade
New York State Identification Test for English Language Learners	The NYSITELL test identifies students who are entitled to Structured English Immersion Program for English Language Learners	August	6
Terra Nova Common Core	Norm referenced assessment for grades 6-8. All components of Math and Reading are assessed. Newly aligned with Common Core	August & at strategic times throughout the school year	6-8
LAS Link Assessment (ELL Students)	Accurately assess the academic and social language skills of ELL students during the school year	November & at strategic times throughout the school year	6-8
NYS ELA	External assessment that identifies students' ability to meet or exceed grade level standards in ELA	April	6-8
NYS Math Assessment	External Assessment to Identify students' ability to meet or exceed grade level standards in Mathematical skills.	April	6-8
NYS English as a second language	NYSESLAT is an external exam designed to measure the English language proficiency of students who have been identified as ELLs	May	6-8
NYS Science Assessment	External Assessment to Identify students' ability to meet or exceed grade level standards in Science.	May	6-8
Teacher Constructed Assessments	These are formative and summative tasks designed by teachers, and tailored to our program and aligned to New York State Standards. These tasks include phonemic awareness and knowledge of decoding, vocabulary, reading skills and math skills. Assessment results help teachers to appropriately select students for small group instruction. They will help teachers identify students who would benefit from working with Instructional Specialists. All teacher generated assessments will align to specific instructional goals and standards defined in the unit of study. Grade team teachers along with Chief Academic Officer and	Ongoing formative assessments. Summative assessments conducted every 6 weeks for each discipline	6-8

	instructional specialists will take part in the design.		
Impact Math Assessments	IMPACT Assessment Suite CD-ROM allows teachers to create differentiated tests quickly and easily and generate progress reports. Each performance-based assessment gives students an opportunity to show what they know, understand, and can do by requiring them to evaluate, optimize, design, plan, model, transform, generalize, justify, interpret, represent, estimate, and calculate their solutions. The assessments help teachers determine student progress toward mastery of critical mathematical concepts. Teachers can also use results to make decisions about interventions.	Throughout each unit, teachers will use formative assessments. Summative assessments will be given at the end of each unit	6-8
FOSS Science Assessments	Both formative and summative assessment tasks are included in the FOSS curriculum and are specifically aligned with New York State Standards. Data from the formative assessments will be used by teachers to modify science instruction. Summative tasks will be used to document and report student progress, and create an opportunity for future groupings	Throughout the unit, teachers will use formative assessments. Summative assessments will be given at the end of each unit	6-8
Standards- Based Rubrics	Grade team teachers will work collaboratively in developing rubrics to assess student work. The rubrics will address each standard addressed in a specific unit. After scoring based on these rubrics, teachers will determine whether students are far below, approaching, meeting or exceeding standards. Grades from student work will be used as evidence of student progress for parent conferences. Grades will also be used to determine student's individual needs.	Monthly	6-8
Anecdotal Records	Teachers will keep organized, careful records for each student, writing informational notes. The notes could be about subjects ranging from behavioral concerns to the student asking a thought-provoking question about a math problem showing a shift in understanding. With these reflections, teachers can glean patterns concerning academic progress, weaknesses or struggles in certain skills or content areas, and progress in meeting expectations. During the planning year, FCCS will begin developing a systematic set of checklists for teachers to use to organize documented student progress.	Ongoing	6-8
NYS Regents Exams in Math & Science	External assessments that identify students' ability to meet or exceed grade level standards in Algebra, Living Environment and/or Earth Science.	June	Grade 8

Results from external assessments (NYS grade 8 Integrated Algebra, Earth Science and/ Living Environment) will also be used to track students' progress over time: By tracking student academic progress, identifying steps to improve each student's learning, planning a course of action to achieve that improvement, and revising the course of action as needed, will ensure progress.

Rational for selecting assessments: Members of the applicant team share the belief that assessments are vital components to successful teaching. Instruction needs to be calibrated according to students' knowledge, skills, ability and interests. Tests,

quizzes, and performance evaluations help teachers identify effective, developmentally appropriate instruction. The assessment plan described above is built on best practices in other successful charter schools such as KIPP Infinity. In addition to New York City and State Assessments, FCCS has built an internal assessment program that is aligned to an accelerated introduction to Common Core and NYS learning standards and FCCS scope and sequence plans. Teachers at FCCS use Terra Nova reading and math assessments in August, to provide baseline measures of student’s math and reading skills. TerraNova is also used at strategic points during the school year and allows teachers and school leaders to gather relevant information as it pertains to student progress. NYSITELL identifies students who are entitled to Structured English Immersion program for English Language Learners. In combination with data from standardized exams and other methods mentioned earlier, teachers will be able to diagnose strengths and weaknesses and also measure student’s progress over time. It is for those reasons that FCCS has chosen the aforementioned methods of assessment. All assessments indicated have proven successful in schools throughout the United States and work together to move students toward common educational goals. TerraNova is used with continued success by Democracy school in Harlem, Progressive School on Long Island and Waldorf School in Garden City.

Data Collection and Analysis: Part of FCCS stated objectives is to use efficient, research-based formative and summative assessment tools to measure student progress, and to ensure that individual needs are being met. FCCS recognizes that it is the ability of teachers to translate that assessment data into actionable outcomes that will be the real driver of student achievement. All teachers will receive training in data analysis techniques using our Management software (DataCation), beginning August 2016. Skills will be reinforced during professional development sessions. As part of the common planning time provided in teachers schedules, teams will focus on developing plans for classroom instruction, grouping students for class activity based on common strengths and areas needing improvement, and creating intervention groups to receive remedial or accelerated instruction in small group setting. Specifically, grade level teams will use this time to develop action plans and create appropriate lesson materials, all of which will be reviewed by the CAO. Baseline data collected from diagnostic assessments administered during the summer of 2016, after students have been admitted, will help identify the strengths and weaknesses of incoming students. Analysis of this data will be conducted by the Principal and CAO, and disseminated to teachers before the start of the year in order to guide their initial planning. The goal is to use assessment data to inform decisions aimed at improving academic outcomes that are consistent with our mission.

Teachers will use professional development days to analyze data collected from New York State tests, FOSS and IMPACT assessments and other forms of assessments outlined above. They will confer, share information, observations, running record, and miscue analyses, and discuss educational plans and targeted lessons. The Chief Academic Officer will consult with literacy and ESL teachers to ensure they are progress monitoring and making the necessary adjustments to instructional plans to best meet the needs of students. Math teachers will also use professional development days to analyze data and make adjustments to groups, curriculum, and PBL learning projects. The Principal and CAO will ensure that teachers (grouped in grade level teams) are analyzing the variety of data that they collect on their students. Teachers will be expected to complete an action plan for each student and each class they teach, and to identify intervention and supplemental instruction that needs to occur. This collection and analysis will not only be performed on a weekly basis but also during the specified professional development days that are outlined in our school calendar. We have identified ways in which all of our stakeholders will be able to use the variety of data that exists in all core subject areas along with other courses offered.

Who	What
Students	<ul style="list-style-type: none"> • Students will be able to understand their results and set goals for themselves using grade level/age appropriate standards as guided by the teachers. • Students will establish a system of check in with both parents and teachers that works for him/her to ensure he/she is reaching the goals established.
Parents	<ul style="list-style-type: none"> • Parents will attend a workshop where each assessment, as well as goals set forth by the school and state will be explained, so they are able to understand their students’ performance. • Parents will identify different ways that they will ensure that their students are diligently trying to achieve their assessment goals.
Teachers	<ul style="list-style-type: none"> • Create action plans for each student and each class • Identify student needs/resources and solicit support from CAO • Share and collaborate on IEP goals for students with an IEP

	<ul style="list-style-type: none"> Plan instruction using the most recent assessment results and reflect on lessons during the lesson study to ensure results of assessments were incorporated into the planning
Chief Academic Officer and Principal	<ul style="list-style-type: none"> Plan professional development for teachers around administering assessment, collecting and analyzing data, and creating action plans Support teachers throughout the process to ensure quality work and solid plans of action are created Work with learning specialists and English language specialists to ensure that they are supporting general education teachers with providing intervention strategies and suggestions Plan and deliver workshops for parents, with the support of teachers, regarding assessments Work with learning specialists to ensure that Special Education students' goals, as stated on their IEP, are consistent and aligned with data collected in-house
Board of Trustees	<ul style="list-style-type: none"> Hold Principal accountable for reaching metrics identified by charter to SED Ensure that students are making gains in reading, writing, and mathematics Ensure that teachers are being professionally developed to adequately help students make academic gains. Analyze the Principal's assessment results action plan

Reporting: FCCS plan for measuring and reporting the educational performance and progress of individual students, cohorts, and the charter school as a whole including valid and reliable measures of student outcome, involves usage of an efficient Data Management system for capturing student data. FCCS has selected Datacation-- a data management system with a proven track record. It will provide teachers, parents, and students with a secure web based portal for the management and communication of student attendance, assignments, grades, graduation status and discipline, as well as a personal online communication link. All school data captured by our data management system will be made available to teachers, administrators, and the school's Board of Trustees.

The FCCS will have quarterly report cards go home to parents. The report cards will reflect grades in all subject areas as well as have standards based grades. Students with disabilities will also receive IEP progress reports that the learning specialists/special education coordinator will log and document using the New York City Department of Education's Special Education Student Information System (SESIS). These reports will be sent home quarterly as well, in accordance with our report card distribution calendar. Students will be graded using standards based as well as numerical grades. This is to help determine how close they are to meeting the state standards as well as show the level of mastery in a particular subject as opposed to a grade. An example of the grade range is:

1-4 Point Scale	Numerical Grade
4.0	96-100
3.75	90-95
3.50	87-89
3.25	83-86
3.0	80-82
2.75	77-79
2.50	75-76
2.25	73-74
2.0	70-72
1.75	67-70
1.50	63-66
1.25	60-62
1.0	59 and below

E. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS

Promotion Requirements for Each Grade

Flagship Community Charter (FCCS) is committed to preparing all students for the world of the future as indicated in our mission, and has set high promotional standards for all grade levels. Promotional standards include demonstrated proficiency

on state assessments and successful completion of all courses and exams. ELL's will have multiple learning supports and students with IEPs will have all accommodations and modifications of curriculum as indicated in their plans. This will ensure all students' ability to meet our high expectations. Promotion requirements require that every student at FCCS must achieve at or above proficiency level 3 on State Standardized Tests, receive a final grade of 70%, pass an end-of-year comprehensive examination, and meet behavioral and character expectations in *each of his or her four core classes* in order to be automatically promoted to the next grade. Additionally, promotion to all higher grades requires each student to complete and submit a STEM portfolio. The portfolio is reviewed by the teachers and each student will receive a numeric grade based on student growth. Students and families will sign and pledge an "oath" which indicates that they understand and agree to this strict promotion policy and that exceptions will not be made and excuses not accepted for failure to meet the required criteria. Moreover, students will not be promoted to the next grade if they are *absent from school more than 10 days in one school year*, without a bona fide health concern that prevented attendance at school or *if they fail any three courses*. If a student fails any one core course, they will be required to participate in the Summer Academy during which they will have the opportunity to be promoted so long as they meet the same content expectations as the course maintained during the academic year. Students not on track academically during the school year to meet the promotion requirements will benefit from our tutorial sessions to improve their content mastery. In addition, Students who struggle in any of their classes (as evidenced by formative or summative assessments), who did not pass the ELA or Math state exam, or who have below 90% attendance will have an action plan created for them by their advisory teacher. This will include creating realistic, achievable benchmarks for students based on the student's current level of performance. This will be done as early as the first diagnostic and continue through the end of the school year. The goal is academic success and promotion certainty for as many students as possible by meeting them where they are and systematically and proactively planning and preparing for their various needs. The principal will make all promotion/retention decisions for all students after examining the promotional criteria, progress monitoring, and gains made by students after intervention was offered and documented.

English Language Learners will have multiple learning supports and students with IEPs will have all accommodations and modifications of curriculum as indicated in their plans to ensure both groups' ability to meet our high expectations of all students.

Students at FCCS are provided with all the services necessary to meet promotion requirements. Accelerated students have the opportunity to qualify for Regents exams in Algebra I, Living Environment and/or Earth Science before moving to 9th grade. FCCS's three-year program is designed to provide the academic foundation, lifelong learning habits and critical thinking skills required for students to be successful in High School and college. We will maintain an engaging curriculum, establish high expectations for all students, hire qualified engaging staff and community members, and establish a welcoming school culture that provides both students and staff with a number of opportunities for growth. We understand that students may need more time to be ready for high school, so we provide a longer school day that allows for more instructional time and more preparation to that end. Core courses (math, ELA, science) last a minimum of 60 minutes, with dedicated time for targeted instruction and skill building. Our math and literacy tutorial provide additional opportunities as needed for students to succeed, as well as opportunities for our gifted students to be accelerated.

Overall Promotional Requirements: For general and special education students

- Achieve at or above proficiency level 3 on State Standardized Tests
- Meet performance standards in all core courses (ELA, Math, Science and Social Studies) as evidenced by student work samples, teacher observation and assessment grades (70% minimum in each course)
- Meet behavioral and character expectations in *each of his or her four core classes*
- Meet 90% attendance in school
- Complete and submit **STEM** portfolio to show student progress
- Students who earn an "0-59" in three or four core courses are retained

F. SCHOOL CULTURE AND CLIMATE

A strong school culture will be developed, as it is essential for overall academic success. In addition, parents will also be made aware of the school's high expectations and of the need to adhere to school policies. Students and teaching staff will be prompted to curiosity, inquiry, hard work, and exceeding expectations. Respect for value and excellence will be actively taught and rewarded. Students will be educated to value honesty, integrity, and respect for others and for themselves, perseverance, respect and appreciation for culture and human achievements in general, along with a sense of ownership and personal responsibility.

A climate of high expectations, hard work and warm enthusiastic atmosphere ensured by actively supporting students in their social and emotional development will be induced and maintained. The school will take preventive measures to ensure that

students behave properly and that learning is unhindered. Positive strategies such as rewards for perfect attendance or perfect homework completion will be employed. Rewards for academic excellence will also be distributed. A warm but firm approach to discipline will be cultivated. The students will be educated to become self-disciplined respecting others, the community and its values. Infractions of any kind will not be tolerated; whether small or significant, they will be firmly addressed. Nevertheless, the school will avoid harsh or humiliating discipline practices. Rather positive non-punitive discipline strategies will be conceived, helping students understand and respond to different situations and problems. The approach aims at developing introspection and dignity for students. Positive behavior as well as infractions will clearly be presented by all instructional staff to their students along with expectations and consequences of infractions. According to the frequency and pattern of guideline violations, additional corrective strategies will be progressively applied in order to allow students to adjust and ensure a safe and respectful learning environment. FCCS will require that students comply with a dress code. This practice will ensure a sense of belonging to a special community and will also remove attire differences that may appear due to the economic status of different families, which may have adverse consequences. We have allocated funds within our budget to assist some families who may have difficulty purchasing uniforms (5 Year Budget line item # 127).

FCCS will implement Positive Behavior Intervention Systems (PBIS), as the umbrella philosophy encompassing the tone, spirit, culture, and environment of a rigorous learning community. PBIS includes a broad range of systemic and individualized strategies, promoting social and learning outcomes while preventing problem behavior. PBIS is not a curriculum nor a program, but rather a framework and philosophy that will assist administrators, teachers, guidance counselors, and other staff in identifying the social and emotional needs of students. The key areas of this broad umbrella philosophy are in the creation of community by the nurturing of a positive school environment, the creation of rewards and incentives, use of data to analyze and examine ongoing school culture, and building consensus and consistency among the school staff. PBIS entails the strong encouragement of “outside of the box” thinking by staff members involving self-reflection, and the willingness to change or augment protocols they may have used in previous positions and schools.

Character Counts, a national character education program, will serve as a foundation for responsible citizenship at FCCS. The program is based on six character pillars as explained under Key Elements. They include 1) Trustworthiness, 2) Respect, 3) Responsibility, 4) Fairness, 5) Caring and 6) Citizenship. The pillars will be posted throughout the school, in each classroom, and lessons will be taught in the advisory period. PBIS (defined above), is an effective school-wide disciplinary practice that will serve as the checks and balances to ensure positive academic and behavior outcomes. Monthly, the school will choose one pillar to reinforce character building and a monthly culminating activity will reward those students who consistently demonstrated the ‘character pillar of the month’.

STEM will be embedded in the school culture in and outside of the classroom in a variety of formats. During the school day, students will receive STEM instruction. After-school they will have opportunities to apply real world math, science and technology concepts while participating in STEM clubs. They will learn critical thinking, team- building and presentation skills. Students will participate in local, state and national tournaments, such as Math Counts, and Lego Robotics. We intend to reach out to the National Society of Black Engineers (NSBE) in an effort to form a partnership to provide mentoring to students in the field of engineering. FCCS will engage scientists from the American Museum of Natural History, and New York Hall of Science so that students may be involved in hands on activities. Students will also engage in an end of year STEM celebration day, where they will be able to showcase their talent to parents and the community at an end of year event.

The foundation for a positive school climate and culture at FCCS will be reflected in the events and activities to celebrate diversity and student success. Diversity celebrations will include, but are not limited to, posting international flags throughout the school and hosting an International Showcase Night. Quarterly awards programs for honor roll students and attendance will support and encourage student success. The end of the year celebrations for academic achievement and good citizenship will serve as culminating positive school experiences. We will also be honoring parent volunteers for their unstinting support through volunteerism. Other events will include spelling-bee competition, and jeopardy.

The Principal will hold all members of the school community to high expectations; he/she will engage students and support their learning and development. Teachers will be trained to use a common language to express high academic expectations for all students in every classroom that is consistent with FCCS’s mission. Administrators, teachers and support staff will maintain order and discipline, allowing students to enjoy an environment that is safe, and staffed with caring teachers, in which students know that they will receive the support they need to succeed. Teachers will be empowered to develop new and innovative instructional practices as set forth in education law 2850 § (2). Within the FCCS environment, teachers will be encouraged to work collaboratively in developing and researching best practices to be shared with the entire staff on a regular basis.

Expectations Regarding Student Behavior: Flagship Community Charter School is committed to creating an environment that is safe and free from violence, alcohol, drugs, discrimination or harassment of any kind; and a culture that is positive, caring, and supportive. This justifies our implementation of Character Counts, in an effort to provide students with a safe learning environment. In addition, the school recognizes the need to clearly define these expectations to identify the possible consequences of unacceptable conduct and to ensure that discipline, when necessary, is administered promptly and fairly (See attachment 4 for Student Discipline Policy). In accordance with the “Dignity for All Students Act” (Education law Article 2), FCCS is committed to providing students an educational environment free from discrimination and harassment, particularly when based on a student’s actual or perceived race, color, weight, natural origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. We will ensure that all school staff receive training on the Dignity for All Students Act before the school year begins, with a focus on promoting a positive and inclusive school culture and training to effectively recognize, respond to, and implement strategies to prevent harassment and bullying.

Conduct and Behavior: FCCS code of conduct and behavior asks students and adults to be caring, respectful and productive in order to maintain a safe, nurturing environment. At the beginning of the school year, all students are given a copy of the Student and Parent Handbook which contains FCCS’s code of conduct. Students will be given an overview of their rights and responsibilities and will continue to receive constant reinforcement throughout the school year during advisory and regular classes.

Procedures When Code of Conduct is Breached

FCCS has categorized levels of infractions on a scale of 1-5 which is consistent with the NYCDOE code of conduct. Minor offenses (Level I); include disruptions to the learning environment, such as refusing to follow directions, using school equipment without permission, or making excessive noise. For minor infractions, teachers are expected to implement a demerit system (*to be developed during the summer of 2016*) that will be overseen by the Principal and the Director of Operations. Consequences will be associated with earning 5, 10, or 15 demerits in a week; upon earning 5 demerits, students will serve a lunch detention (45 minutes); upon earning 10 demerits, students will serve an afterschool detention (1 hour); and upon earning 15 demerits, families will be required to attend a school - based meeting with the Principal. Students will begin each week with a clean slate, in order to reinforce the importance of ongoing positive behavior and the school’s belief that it is possible to recover from a challenging time period or to correct one’s choices after a string of poor decisions. FCCS budget shows a positive cash flow and funding is available to compensate teachers who are required to stay after school to oversee detention.

For higher level offences, when a student is charged with conduct that disrupts the educational process or endangers the wellbeing of the student or others in the school community, the Director of Operations and Principal meet with the student and parent before a decision is made to exclude the student from school events or extra-curricular activities. The Director of Operations and Principal also meet with parent and student before a decision is made to initiate proceedings leading to a possible long-term suspension or expulsion and again upon the students return to school. The Principal will evaluate the situation and is responsible for making final decisions regarding discipline issues that include, but are not limited to: disciplinary probation, exclusion from class or school events, in-school suspension, out-of-school suspension, and in rare instances long-term suspension (or expulsion). Special Education students must have a “manifestation determination review” to determine if their Disability impacted their behavior.

Disciplinary Probation

Disciplinary probation refers to a period of time determined by the Principal on the recommendation of the Dean, during which a student’s behavior is monitored and evaluated to determine the student’s right to actively participate in school events or extracurricular activities. FCCS will make every effort to ensure that the student remains part of the community and have a need to re-integrate. The Disciplinary Probation period is a positive attempt to help the student realize that all choices carry consequences and is designed to help the student correct his/her behavior. After a serious and/or repeated disciplinary problem, the student and Principal may develop and sign a probation agreement that outlines the positive contribution the student will make in an effort to re-integrate into the school community. As part of the agreement, the Principal assigns an adult mentor from the school community and determines a meeting schedule for regular assessments of the student’s progress. The student’s parent/guardian is invited to be part of this process.

Suspensions and Exclusions

In all cases of removal from school, students are entitled to and will receive due process protections. Before a student is removed from school for more than ten days, the Principal arranges a hearing before a hearing officer. The hearing officer will generally be an administrator/trustee, but may be another individual appointed by the Principal who has not been involved in the conduct that is the subject of the hearing. The student has the right to be represented by counsel or an advocate. The decision of the hearing officer can be appealed to the Board of Trustees.

Search and Seizure

School authorities may authorize a search of a student's desk, book bag, lockers, cubbies and person 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 are conducted under the authorization of the Principal or 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 students' desks, book bag, lockers, cubbies, and person by school authorities.

Students with Disabilities

Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses. In addition to the FCCS Code of Conduct procedures for all students, our school will comply with all federal and state laws and regulations governing the discipline of students with disabilities. If a student who has an Individualized Education Program (IEP) is charged with a violation of the Code of Conduct that might result in a long-term suspension (more than ten days), FCCS will refer the student to the school district's Committee on Special Education (CSE) for a "manifestation determination review." If the CSE determines that there is a connection between the disability and the behavior that led to the disciplinary proceeding, the student will return to class and the School and the CSE will work together with the student and his or her parents to develop a plan to address the behavior within the school or in another setting.

Protection for Children Not Yet Eligible for Special Education and Related Services

A student who does not have an IEP may assert any of the protections afforded under Federal law to students with disabilities if the parent of the student had requested that the student be evaluated or expressed concern about the student's possible need for special education services, or if school officials had expressed concerns about the student's pattern of behavior before the behavior that precipitated the disciplinary action occurred. Additional detail regarding provisions for students with disabilities who violate the code of conduct is provided in **Attachment 4**.

Special Education Students or Students Who Receive 504 Accommodations

In the case of a special education student, or a student who receives 504 accommodations, FCCS ensures that it makes the appropriate adjustment as necessary to comply with all federal laws concerning the education of students with disabilities.

Dress Code

- Students at the FCCS observe the following dress code:
- White button down FCCS shirt/blouse/polo (with collar)
- Grey slacks or skirt that is knee length (no slit)
- Black shoes or black sneakers with a rubber sole
- Black belt

If purchasing additional FCCS uniform items presents a financial hardship for some families, they may speak to our School Counselor or Principal. **See Attachment 9** for associated costs within the budget

FCCS Non-negotiable Rules and Regulations	
<i>Entering the Building</i>	Students enter the school building in FULL dress code and remain that way for the entire day. This includes having the proper shoes and clothing on when walking into the building. Items such as headgear (hats, scarves, etc.) and boots or sneakers should be removed prior to entering the building or they will be confiscated and returned at the end of the school day. [Students are always permitted head covers that are worn in connection with the exercise of religious practice.] Students must not be in possession of or under the influence of any drugs, or alcohol, Guns, knives or other deadly weapons which are prohibited at all times.
<i>Student ID</i>	Bring your student ID to school daily. Your ID will be presented as you enter the building and should be shown to any adult in the building who requests it.
<i>Jackets/ Coats</i>	Outerwear is not worn in classrooms and must be stored in student lockers prior to first period for the entire school day.
<i>Locker Use</i>	Students may use their lockers four times a day. 1) Before or after advisory, 2) Before lunch, 3) After lunch, 4) At the end of the school day
<i>Food and Drink</i>	Students may eat and drink only in the cafeteria. Food and drink, except for water, are not allowed in the classroom, unless the teacher makes an exception based on the circumstance. Medical exceptions will be observed as necessary.

<i>Electronic Devices</i>	Students should not bring electronic devices (radios, MP3 players, iPods, iPads, CD players, electronic games, etc.) to class. These items will be confiscated and returned at the end of the day. As a general rule, cell phones should not be seen or heard within the building during school hours.
<i>Sweaters</i>	All FCCS sweaters must be worn with an FCCS uniform shirt underneath.
<i>Headwear</i>	Hats, bandanas, wave caps, visors, headscarves, pin curls and bobby pins are not allowed while indoors. Sweatbands are not allowed on the wrists or the head. Students may not wear hoods in class. [Students are always permitted head covers that are worn in connection with the exercise of religious practice.]
<i>Shirts</i>	All FCCS uniform shirts must be tucked in at all times during school hours. If a student wears a shirt under their FCCS uniform, it must not be visible. Undershirts must not be worn over the shirt. The only approved logo or name is that of FCCS.
<i>Pants</i>	Jeans, stretch pants, striped pants, leggings and shorts are not permitted. Trousers are to be worn at least ankle length but not touching the ground. The hem must not be frayed or ripped. It is not permissible to cut the leg seam. Pants must be worn at the waist, not at the hip.
<i>Skirts</i>	Skirts must fall just at the student's kneecaps. There can be no slit in the skirt.
<i>Belts</i>	Belts and belt buckles may not have logos, studs, chains or initials.
<i>Footwear</i>	All footwear must have closed toes and closed heels. Students may not wear shoes that: 1) Have stiletto heels or spiked heels or any type of heel higher than two inches 2) Are boot-like, sandal-like or slipper-like (including, but not limited to UGGs, Timberlands, ACG's etc.)
<i>Jewelry/ Piercings</i>	Students may not wear eyebrow rings, nose rings, lip rings or any other type of body piercing adornments. Young men at FCCS may not wear earrings or any other body piercing adornments as previously described.

Due Process: All students, including ELLs and SWDs have the right to due process in disciplinary matters. Due process in this context gives any student accused of wrongdoing that could result in a suspension, the right to tell his or her side of the story in an informal hearing. The student must be told the accusation against him or her, and the basis for the accusation. If a student is facing a more serious punishment (suspension for more than 10 days, or expulsion), the student is entitled to a formal hearing before an impartial body (usually the local school board). The student may have a lawyer present and may cross-examine witnesses.

Evaluation: In order to ensure the effectiveness of the FCCS discipline and school culture system, and to adhere to the school's core values and belief in a learning community that thrives in a safe environment, an annual evaluation will be jointly conducted by the Principal and school social worker. Reviewing data obtained from PBIS on the number of detentions, suspensions, and other interventions, as well as on the number of PBIS stars and demerits given out, will assist the school in determining the program's effectiveness, the staff's commitment to the model, and its impact on student behavior. FCCS will collect specific information via surveys about school culture to monitor implementation of practices and procedures and to make continuous improvements. Parents will be surveyed regularly to gauge their perceptions about school safety and climate. Discipline data will be analyzed to determine consistency according to the FCCS best practices.

G. SPECIAL STUDENT POPULATION AND RELATED SERVICES:

FCCS is a school that is committed to the firm belief that all students can learn and achieve at the highest levels within a structured environment designed to maximize student time on task with academically rigorous content. All students, including students with disabilities, students who are English language Learners, students who are at risk of academic failure and students who are academically advanced, will have a rigorous educational curriculum that will prepare them to meet and/exceed our educational program standards which are aligned with the Common Core Learning Standards for middle school students. FCCS will provide appropriate support to ensure that every student is reaching his/ her full potential. To this end, FCCS's educational program uses an approach that involves Universal Design and Differentiation explained under Key Elements, Collaborative Team Teaching (CTT), in which the special education teacher will work directly with the general education teacher as a team to serve students in the least restrictive environment. This relationship will provide multiple opportunities for direct one-on-one teaching and differentiation of instruction during our extended instructional periods. Students will be provided with appropriate materials in line with the school's educational program which is aligned with NYS Standards. FCCS will create a culture where teachers are empowered to develop a variety of team teaching approaches based on students' needs. As an example, one teacher will provide direct instruction while the other teacher observes and moves around the room to

ensure students are engaged and understand the lesson. Teachers will be provided all the support they require to develop cooperative learning styles in which students are assigned in groups of three or four on the basis of their academic needs. Advanced students attending FCCS will be given opportunities to earn high school credits through accelerated courses in Algebra, and Living Environment. Student learning will be monitored regularly via pre-testing, formal and informal assessments and post-testing. These checks and balances will provide the data to determine the depth of remediation needed to help students achieve content proficiency. In order to ensure the success of students with disabilities, ELLs, and other students at risk of academic failure, FCCS will work with the regional Committee on Special Education (CSE) and with the district in order to provide all services in full accordance with state and federal laws, thus providing an exceptional alternative for students and families otherwise slated to attend schools that do not meet their needs.

At-risk students: We expect a significant proportion of our students to enter FCCS below grade level performance because many students in CSD 29 have attended persistently low achieving schools. To identify incoming students who are at risk of academic failure, we will administer diagnostic assessments for reading and mathematics during Summer Institute before each school year. To identify returning students who are at risk, we will examine prior achievement at FCCS. The Principal and Chief Academic Officer, supported by teachers, will use prior-year achievement data to determine the broad needs of students and to identify students who will need extra support early on. All students at FCCS will receive at least 45 minutes of tutoring every day. Over the course of a school year, this will amount to more than 140 hours of additional attention to the individual needs of our students. Tutors use content generated by the classroom teacher to ensure that the additional attention at-risk students receive is directly tied to the lessons in their classes. Tutorial groups and tutor assignments will be managed in response to student need. Students with higher levels of prior achievement will be assigned to groups of two or three with similar achievement levels. Students with greater need for support will receive 1:1 attention. At the end of the first trimester, those students whose coursework indicates they are at risk of not meeting annual learning objectives or not being promoted to the next grade will benefit from our math and ELA tutorials and will be recommended for after-school tutoring and/or Saturday Academy. Students and their families will be made aware that the optional additional tutoring is an opportunity to receive help, and that students may have to attend Summer Academy or not be promoted if their grades do not improve.

Students in need of special education: FCCS will implement an inclusive, heterogeneous educational model to maximize all students' academic potential to achieve mastery of the CCLS and prepare students for high school and college. FCCS believes that a universally designed curriculum is the most efficient and effective way to provide access for a broad range of diverse student disabilities and needs. It is proven to help students with disabilities and their non-disabled peers achieve greater academic success. FCCS's universally designed materials and activities will be accessible for individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand, organize, engage, and remember. FCCS will foster a structured, disciplined, and predictable school culture, minimizing chaotic environments, which are especially detrimental to those students with disabilities including autism spectrum disorders, ADD/ADHD, and Down syndrome. The creation of uniform behavioral expectations across the entire school means that students will know what to expect and what is expected of them at all times. Our approach and design replicate high-performing urban schools serving similar populations of students with disabilities, language proficiency barriers, and special circumstances that put them at risk for academic failure. We aim to minimize the impact of a student's disability while maximizing his/her access to support services and the general high school-preparatory curriculum. Students in need of special education at FCCS will receive a Free Appropriate Public Education (FAPE) and will be offered appropriate evaluations and assessments. To the maximum extent allowed by each student's circumstances, IEP, and all applicable federal laws—including the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, all civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR)—FCCS will educate students with disabilities in the least restrictive environment (LRE) with their non-disabled peers. Students with disabilities and their families will be involved in the development of and decisions regarding their IEPs. FCCS is committed to providing full access to appropriate procedures and mechanisms for students and their parents or guardians to resolve any disputes or disagreements related to the provision of FAPE or LRE by either FCCS or NYCDOE. We will not discriminate in admission/enrollment practices against students having or suspected of having disabilities.

Enrollment: FCCS will recruit and serve an equal or higher proportion of students with disabilities than the surrounding district, and will make a specific effort to recruit into the lottery applicant pool no less than 20% students who have disabilities. However, due to the random nature of the lottery process, we do not know exactly how many students will require special education services or the exact types of accommodations and modifications that we will need to provide. We will serve all students qualified to attend public school in NYS admitted through the lottery process, including those with disabilities, regardless of the type or severity of their disability, and we will not discriminate in admission and enrollment practices on the basis of any student's having or being suspected of having a disability.

Identifying students with disabilities: Once all students have been enrolled, all prior school records, including IEPs, will be obtained. FCCS staff will then work with the CSE to properly transition all identified students with disabilities. This process will include a meeting with the CSE and a student's guardian to discuss how services will be delivered consistent with the IEP. In all instances, FCCS will work with the CSE to ensure that all services recommended by the IEP allow the student to advance appropriately toward attaining annual goals, to become involved in the general curriculum, and to participate in extracurricular and other non-academic activities. Students without an IEP who exhibit signs of having a disability beyond the initial three-week following commencement, may be considered for referral to the CSE. All referrals will state the reasons for the referral (including any test results), describe attempts to remediate the student's performance (including supplementary aids or support services), and describe the nature and extent of guardian involvement. A copy of this referral, along with the procedural safeguards notices described in 34 CFR §300.504, will be sent to the student's parent or guardian. The regional CSE will be responsible for initial evaluations, reevaluations, and exit determination, and they will design, review, and revise all IEPs with participation on the IEP Team from FCCS faculty members and the Special Education Coordinator. Our special education service provision will require close collaboration with the CSE to ensure that all students' IEP needs are met within the FCCS program.

Special education support service provision and staffing: In order to provide all IEP and Section 504 services, FCCS will implement a model that is flexible and fully compliant with applicable laws. In Y1, FCCS will hire one full time teacher certified in special education for students with mild or moderate special needs. Said teacher will serve as the Special Education Coordinator, responsible for implementing classroom-based IEP services and ensuring access to the general curriculum for all students with IEPs. Special education staff will increase to three in year two, and six in year three. Certified special education teachers will focus on providing classroom-based inclusion services and other services when required by an IEP. The Special Education coordinator will work directly with the CSE and also serve as the Section 504 Officer. If, through the lottery process, a student is admitted who has profound or severe disabilities, FCCS will ensure that the student has the appropriately certified aides and teachers working with him or her to provide necessary services. Whenever possible, FCCS will seek to hire excellent teachers who hold dual certification in a subject as well as in special education. When a student arrives at FCCS with either an IEP or 504 plan, the Special Education Coordinator will be immediately responsible for ensuring that the services indicated in the plan are available. All of the student's teachers will be provided with relevant sections of the IEP and they will work with a special education teacher to ensure appropriate compliance with the plan. Training and PD will be provided by the Special Education Coordinator as well as outside consultants when necessary to support implementation of IEP or 504 plans. FCCS will use software, such as Rye-Catcher, to help students, families, and staff navigate the special education process by providing access to information and guidance. Such software will present a comprehensive and consolidated map that features key roles, responsibilities, and questions at each point in the process. This humanizes the special education intervention process by orienting the experience around a "circle of support," which features the student at the center. FCCS has budgeted for a full time social worker to be on staff beginning year two and plans to contract with CSD 29 or a qualified outside service provider to provide on-site special education services including occupational therapy, physical therapy, speech therapy, and other services specifically indicated in students' IEPs that cannot be managed by in-house staff. All special education services will be provided by appropriately trained, certified, and licensed providers.

Assessment and reporting of special education information: We anticipate that 20% or more of our students will have IEPs, 10% or more will be classified as ELLs, and on average, students will enter 6th grade two grade levels behind. Therefore, FCCS's entire model incorporates supports for students struggling academically, not just those with disabilities. In order to ensure that all students meet academic performance goals as outlined in their IEPs, FCCS employs curriculum that meets students where they are and allows individuals to move at their own optimal pace to master CCLS skills. FCCS's educational program will avoid pullout from core courses, when possible. It will provide individualized assistance during daily scheduled 1:1 or small group tutoring time. Each student with an IEP or 504 plan will be monitored by a special education teacher to ensure compliance with his/her IEP. Students' Advisory teachers will regularly check in with all classroom teachers to ensure their students are making effective progress in all subjects or to find out why progress is not being made. FCCS will review students' IEPs annually. When necessary, the Special Education Coordinator will contact the CSE to re-evaluate the student and revise the IEP as needed. We will also work closely with the CSE to ensure that FCCS staff members are present at all annual review meetings and that all three-year re-evaluations are completed in a timely manner. All FCCS students with IEPs will take the same city, state, and internal assessments as their non-disabled peers. Students with IEPs or 504s will receive appropriate accommodations as identified in their IEPs and parents/guardians will receive reports on their students' progress at least as often as non-disabled students. Parents/guardians will receive three IEP progress reports each year in addition to report cards, and personal contact from teachers.

Confidentiality of student records: FCCS will comply with the Family Educational Records Privacy Act regarding confidential student records. FCCS procedures will maintain confidentiality of records with restricted access to authorized personnel who have a specific "need to know." An access log will be maintained to track the movement and use of confidential

records. Staff will be trained in policies and procedures in special education service provision as well as records maintenance, family rights, and disciplinary expectations for students with disabilities. As required by 34 CFR 300.750, FCCS will provide an annual report to the State Department of Education including the number of students with IEPs and 504 plans, the specific nature of each student's disability, and each student's placement and educational setting. FCCS will also submit all additional reports required by federal, state, and local authorities. We will comply with 8 NYCRR 119.3 requirements for the Charter School Report Card, including those pertaining to students with disabilities.

English language learners: FCCS's mission is to educate all students to mastery of CCLS skills and to graduate with the essential knowledge, skills, and character to succeed in high school and college. Each student must become a literate and fluent reader, writer, and speaker of English as quickly as possible. As such, FCCS will work with identified ELL students in an inclusive Structured English Immersion (SEI) program that provides them with extra supports needed to rapidly achieve proficiency in English without segregating ELLs from their English-speaking peers. SEI students have "consistently scored higher than those enrolled in traditional bilingual programs" in large-scale studies in California, Arizona, and Massachusetts. (Arizona Department of Education, July 2004. "The Effects of Bilingual Education Programs and Structured English Immersion Program on Student Achievement: A Large-Scale Comparison" found at http://www.public.asu.edu/~macswan/ade/ade_document.pdf). SEI has demonstrated success at NYC high performing schools such as Democracy Prep, KIPP Infinity, and Bronx Prep. ELL students will receive language support services in the general education classroom, where classroom and literacy specialist teachers will work together to provide instruction geared to each student's proficiency. We will use SEI language instruction and sheltered content instruction, which includes a variety of strategies for making the content of lessons more comprehensible to ELLs. These approaches will help students at the beginning and early intermediate levels of English proficiency catch up to peers, and can benefit students at all proficiency levels. The progress of students who have exited the ELL program will be monitored for two years, and students will continue to receive language and other supports. Daily 1:1 and small-group tutoring time can be used for additional English language assistance for ELLs. All students will have equal access to all programs and services, including instructional services; support services; enrichment programs, and all after school programs.

Using SIOP as a guide, teachers will be trained to employ a range of strategies to make content accessible to students, including, but not limited to:

- **Attending to student comprehension** by using a hierarchy of questioning strategies, such as Bloom's Taxonomy, to better understand a student's level of comprehension.
- **Arranging class configurations** by partnering ELL students with same age/grade native English speakers or with a tutor or buddy from another grade level classroom.
- **Employing instructional approaches to meet the needs of ELL students, such as:** encouraging the use of diagrams and drawings as aids to identifying concepts, having the student write a response in their native language first, then translating it afterwards (independently or with a bilingual peer or teacher) allowing the student to concentrate on one task at a time (as the student becomes more fluent in English, the two step process will no longer be needed.)
- **Completing PBL using STEM framework** by teaming native English speakers with ELL students to research and share ideas

Establishing a culture of support

- Teachers will not overly correct ELL students in front of their peers; teachers will model correct responses.
- Teachers will understand that ELL students often have to convert what is said in English to their native language and then back again before responding.
- Teachers will value students' cultural heritage and personal identity. For example, teachers will select books that highlight and represent different cultures.
- Classrooms will provide equal opportunity and assistance for all children to learn.
- FCCS will provide after-school tutoring and consultation services for ELL students.

Parent Engagement: FCCS will provide orientation sessions and intensive training on Special Education issues, assessment and instruction, technology, literacy, community resources and leadership. Other services to ELL parents include oral interpretation, written translation, and dissemination of information materials in the family's preferred language, Title III ESL and computer classes for ELL parents, Title III spring and winter conferences for ELL parents. FCCS will directly provide or make referrals to appropriate support services which may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. By extending the hours of the school day for students, FCCS can raise incoming students' academic

achievement, and provide enrichment opportunities, that can complement academic learning, and motivate students to be engaged in school.

ELL Enrollment: FCCS is founded with the intent of recruiting and serving an equal or higher proportion of ELL students than the surrounding district schools. We will make a specific effort to recruit into the lottery applicant pool at least 10% ELL students. However, due to the random nature of the lottery- process, we do not know exactly how many students will require ELL services. We will serve all students qualified to attend public school in NYS admitted through the lottery process including ELLs, regardless of level of English proficiency.

Identifying ELLs: Families of enrolled students complete a Home Language Questionnaire prior to the start of Summer Institute. If a returned questionnaire indicates that the student is foreign born or comes from a home where a language other than English is spoken, we arrange an informal interview with the student, conducted both in English and the student's native language, with a member of our staff or qualified contractor. If the interviewer determines that the student speaks no English, the student is classified as an ELL. If the interview indicates limited proficiency in English, we use a language assessment to determine the student's level of proficiency. Parents/guardians of students identified as ELLs will be provided with written notice in the primary/home language and in English. The written information will include the student's level of English proficiency, method of ELL instruction used at the school, how this method will help the student to learn English, the exit requirements of the ELL program, and the parents'/guardians' right to decline enrollment in the program. ELL students will also be assessed in reading and math in their native languages to help identify academic level, separate from ELL status. This structured screening process ensures that FCCS does not inappropriately place ELL students in special education or remedial classes. FCCS assures ELL services are completely distinct from special education services and students will not be assigned to special education because of ELL status. Students who qualify for ELL and special education will receive the full benefit of both programs.

ELL support service provision and staffing: Our SEI program will comply with all applicable laws and legal precedents specifically related to ELLs, including but not limited to Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and *Castaneda v. Pickard* (1981). ELLs will be included in every aspect of the FCCS educational program and valued as community members. ELLs will never be provided with curriculum materials of a lower standard, or denied access to curricular or co-curricular activities because of their lack of English proficiency. In order to ensure that ELL students master English as quickly as possible, we will provide trained staff, specialized curricular materials, extra time, tutoring, and in-class services for students in need of supplementary support. All teachers at FCCS will receive PD in communicating with ELL students, understanding cultural heritage, and applying instructional methodology appropriate for ELLs. They will be provided with tools to help detect and remedy specific English language deficiencies as well as the ability to identify students in need of additional support. FCCS will hire one certified ELL teacher in year one, then increase the total to two by year two. Spanish speaking staff members will be available to help communicate with students and their families in addition to making all reasonable attempts to provide written notices in parents'/guardians' native languages.

Evaluation of the ELL program: Each year, ELL students will take the NYS English as a Second Language Achievement Test (NYSESLAT) to determine the new level of English proficiency and whether they should exit the SEI program. We will evaluate how long it takes the average student to transfer out of ELL status, how fast they progress through evaluations, and how well they do academically while in the SEI program. Using these indicators, the SEI ELL program at FCCS will be evaluated annually and modified accordingly.

III. ORGANIZATIONAL AND FISCAL PLAN

A. APPLICANTS/ FOUNDING GROUP CAPACITY

The founding group consists of a diverse background of professionals in the disciplines of education, law, diplomacy, real estate, accounting, social work, school safety, charter school startup, fund development and philanthropy. Four of the founding group members will serve on the initial Board of Trustees.

Mr. Dennie Wilson (*lead applicant and board member*) is currently employed as an educator with the NYCDOE, and has a graduate degree in Education and another in Administration and Leadership, SBL and SDL certifications, and brings to FCCS his depth of knowledge of middle school operations where he taught for seven years. Mr. Wilson was awarded the 2011-2012 Superintendent's award when three of his students got perfect scores on the GED examination and the highest score overall throughout District 79. He is presently pursuing a Doctorate in Educational Leadership, supervision and administration. Mr. Wilson has an extensive background in real estate management, served on NYC community board 17 for over 10 years and currently serves on the board of trustees for Spartan Medical College. He is a former Permanent Representative to the United Nations and Consul General to the United States.

Mr. Francis Lewis (*lead applicant and board member*) has a graduate degree in Business Economics, another in Science Education, SBL and SDL certifications. He is currently employed as an educator with NYCDOE, at the High School for Contemporary Arts which have gone from an overall B rating in 2011-2012, to an overall A rating in 2012-2013. Mr. Lewis has experience in curriculum development for middle and high schools and worked on school budgets. He has background in Accounting, Computer programming and Network management. Mr. Lewis served as a member of the Baldwin Educational Assembly and as Secretary to the Budget and Finance Committee for eight years.

Dr. Owen Brown (*Board member*) serves as the Deputy Chairperson and Professor in the Department of Social & Behavioral Sciences at Medgar Evers College (CUNY). Since joining CUNY, Dr. Brown has successfully written grants totaling over 7 million dollars. Dr. Brown brings to the Founding group his wide array of experiences in education, business and fundraising.

Lilbert Ephraim (*board member*) is an educator with a Master's of Science degree in Special Education. He brings to the applicant team his expertise in designing curriculum to meet the needs of Special Education students, creating and implementing Individual Education Plans, mentoring new teachers in lesson planning, classroom management and conflict resolution. He is currently employed with the NYCDOE as a teacher.

Applicant(s)/Founding Group

Name	Current Employment	Relevant experience/skills and role on founding group	Proposed role(s) if any
Dennie Wilson	Teaching: NYCDOE	Education, Diplomacy, Fund raising, Community outreach and real estate. management,	Lead Applicant and Board Chair
Francis Lewis	Teaching: NYCDOE	Education, Business & Finance, Accounting, Real Estate, Data Analysis, Co-Author to proposal	Lead applicant and Treasurer
Dr. Owen Brown	College Professor Medgar Evers College, CUNY	Education, Business, Grant Writing, Leadership and Organizational Development.	Vice Chair
Lilbert Ephraim	Teaching: Special Education: NYCDOE	Curriculum Development	Board member

This group has a plethora of educational, operational, and organizational experience working with the most at-risk children within New York City and other urban localities. The desire to start a charter school stems from two motivational factors. (1) The ever-widening concern among educators, parents and civic leaders about the inability of our school system to address the needs of young men and women in our nation's cities. (2) The result of witnessing the children of CSD-29 missing opportunities for quality education, and as such, being lost to gangs and incarceration. The founding group met for the first time in March 2009 while doing administrative certification classes. Upon completion, we began to construct plans for a charter school through professional contacts. Monthly meetings, both formal and informal continued since 2009. As the application deadlines approached, meetings were held at least 3 times per week. Over the years we have done extensive research on charter schools, with careful look at their academic and non- academic programs. We have also attended a series of workshops sponsored by the New York Center for Charter Schools, along with visits to successful charter schools. The current application developed over several years and the primary authors of this final proposal are Francis Lewis, Dennie Wilson and Dr. Owen Brown. The initial framework involved division of labor among all three founding team members.

B. BOARD OF TRUSTEES AND GOVERNANCE: The Board of Trustees of the FCCS is the legal entity that is ultimately responsible for ensuring that the school meets and/or exceeds the New York State educational goals, fiscal, and administrative standards as delineated in the New York State Charter School Act of 1998 as amended. The initial members of the board of trustees have full understanding that NYSED and the Board of Regents may exercise oversight over FCCS. In addition, the Board of Trustees is fully aware that the Board of Regents is the only entity that can provide final authorization for the charter, and has the authority to revoke such charter and to deny renewal. The initial board of trustees includes all 4 of the founding members (1-4 below) to insure fidelity and alignment with the original vision of FCCS. 1. **Mr. Dennie Wilson,**

2. **Mr. Francis Lewis**, 3. **Dr. Owen Brown**, 4. **Mr. Lilbert Ephraim**. Also included are **Mr. Thomas E. Russack** (engineer), **Dr. Rao Addagada** (retired Chief Surgeon at Wyckoff Hospital, owner and founder of Spartan Medical College), **Bishop Dr. Basil E. McPherson Sr.** DMin. As the school expands, there will be opportunities for at least one parent to represent each grade level and also a community representative. The board of Trustees will also look to enroll individuals with legal and financial background. Length of terms is staggered to avoid end of term during the same year for the entire board.

Proposed Founding Board of Trustees

Trustee Name	Voting Y/N	Position on the board	Length of initial term
Dennie Wilson	Y	Board Chair. Experience educator, experience in fund-raising and real estate management	3 years
Francis Lewis	Y	Board Treasurer. Experience in Accounting and Finance, Computer programming and Network management	2 years
Dr. Owen Brown	Y	Vice Chair. Educator, experience in grant writing and fund raising	3 years
Filbert Ephraim	Y	Board Member Math teacher, experience in curriculum development	2 years
Thomas E. Rucksack	Y	Board member: Background in engineering and architecture	2 years
Bishop Dr. Basil E. McPherson Sr. DMin.	Y	Board Member, Community outreach and fundraising	2 years
Dr. Rao Addagada	Y	Board member, Retired Chief Surgeon, Founder and owner of Spartan Medical College, experienced fund raiser	1 year
Principal	N	Ex-officio	1 year

The initial Board of Trustees is responsible for identifying, interviewing and securing eight additional members. This recruitment work would occur once the location for the proposed schools is identified with the NYC Department of Education so that we could ensure majority local representation on the Board. The complete Board would then be organized by subcommittee in order to effectively address their statutory responsibilities for FCCS.

Board Meeting: FCCS will convene monthly board meetings once it is chartered. Assuming that the charter is granted in December 2015, the Board will meet during December and every subsequent month. These monthly meetings in coordination with the Principal (once selected), will identify problems, design and implement strategies to resolving unanticipated challenges that can undermine the effective delivery of FCCS educational programs. Notice will be posted on our website and in other public forums in accordance with the Open Meetings Law. There will also be an annual meeting in which the Board will elect Trustees and Officers.

The Board of Trustees will hold the school's charter and focus on the financial and instructional oversight as well as strategic issues. The Board will have between 5-15 Trustees, not including the Principal who will serve as an ex-officio member. Pursuant to the New York Charter Schools Act (Section 2853.1.f) the Board of Trustees of FCCS has final authority for policy and operational decisions of the school. The Board recognizes that in the early years it may need to meet more frequently in order to participate in the hiring of a Principal, to support him/her, and to ensure a smooth opening. By the end of the planning year, the Board of Trustees will have developed a committee structure in key functional areas such as finance and fundraising.

The Trustees will be informed of school development directly from the Principal who will be expected to provide Trustees with regular reports on financial and student achievement data. The Board of Trustees will have access to achievement reports. It may also request any additional information it needs to ensure the quality of the school. Responsibilities and obligations retained by the Trustees are enumerated below:

- Respect the solemn duty, as custodians of the public trust, to ensure that students enrolled in FCCS receive an exceptional education
- Embody, preserve, and promote the school's mission, purpose, and core values
- Advocate for the school's best interests and exercise independent judgment regardless of the impact on outside

entities

- Conduct themselves and school proceedings in an ethical, legal, and transparent manner
- Ensure that personnel and fellow Trustees adhere to the school's code of ethics, personnel policies, and all other school policies
- Adhere to the school's by-laws
- Develop, adopt, and revise the school's education goals, policies, and annual budget
- Hire, evaluate and, if necessary, fire the Principal
- Address personnel issues in a manner consistent with the school's personnel policies
- Address student, parent/guardian, community or other complaints brought forward by any individual or group alleging a violation of the provisions of the Charter Schools Act, the school's charter, or any other provisions of law pertaining to the management or operation of the school as per the school's complaint policy
- Oversee the school's educational program to ensure that the school is loyal to its charter
- Oversee the school's financial affairs to ensure that the school is operating in a fiscally responsible and solvent manner
- Ensure that the school follows all applicable laws
- Meet monthly
- Visit the school to verify that daily operations are conducted in a manner that is consistent with the school's charter
- Evaluate reports and assess data, including state and other standardized student achievement data, to verify if the school's academic goals are being met

The Board of Trustees will delegate authority to the Principal to run the day-to-day operations of the school including, but not limited to, the selection and evaluation of teachers, the professional development of the teachers including their role on the Inquiry Teams (Cohort and Organizational), the provision and analysis of data, the setting of targets and the formulation and implementation of action plans to attain the targets.

The Principal of FCCS will be selected and approved by the Board of Trustees of the school. The Principal is an employee of the education corporation formed to operate the school. He/she is the most senior person in the building in terms of authority. The Board of Trustees will provide on-going support for the Principal, and will evaluate him/her.

The Trustees of FCCS are ultimately responsible for ensuring that the school attains its mission. Given this responsibility, each Trustee must:

- Demonstrate a wholehearted commitment to the school, its mission and core values and more generally, to the improvement of public education
- Share a belief that all children, regardless of race, family background or socio-economic status, can achieve academic and personal excellence
- Execute governance responsibilities with integrity and conviction
- Serve as a resource to other Trustees and to the school's leadership and staff
- Attend board meetings and volunteer for board committees
- Must be at least 18 years of age

Roles and Responsibilities: The Flagship Community Charter School will have Officers of the Board of Trustees. The Principal will participate as a non-voting member. Trustees will generally serve for terms of one to three years as detailed in our Bylaws. The Board will have four Officer Positions: The Chair, the Vice Chair, the Secretary and the Treasurer. The roles and responsibilities of officers are as follows:

Chair:

- General supervision, direction, and control of the affairs of the school, subject to board control, and such other powers as the board may prescribe
- Preside at board meetings
- Have general management of meetings and shall see that all orders and resolutions of the board are carried into effect

Vice Chair:

- Perform if the Chair is absent or unable to fulfill his or her duties and when so acting as Chair will have all the Chair's powers and be subject to the same restrictions
- Perform other duties as the board shall prescribe.

Secretary:

- Keep the minutes of the school, maintaining records of board membership and decisions, interpreting the by-laws

in the case of a dispute and other duties the board may prescribe.

- Post minutes on school's website once established.

Treasurer:

- Act as custodian of school funds and will provide the appropriate segregation of duties to create strict internal fiscal control policies
- Inform the Board of the school's ongoing fiscal condition
- Present an annual report setting forth in full the financial conditions of the school

There will be four standing committees on the Board. The Executive Committee will consist of at least three members and the Principal. The Financial Committee will be chaired by the Treasurer and be responsible for reviewing all economic related updates and recommending an auditor to the Board. The Academic Committee will be responsible for reviewing academic achievement and education goal updates for the Board. The Community Outreach Committee will be responsible for reviewing and recommending actions to maintain relationships with parents and other interested community members and insure they have a voice in the School. The Committees will have other tasks, as detailed in the Bylaws, or that the Board may assign as they see fit. The roles of the four permanent standing committees are:

1. **1. Executive:** The Executive Committee (EC), chaired by the Board Chair, facilitates effective decision making by the board. The EC is responsible for: a) planning board meeting agendas; and b) serving as a communication link with other board members. The EC will engage in prospecting, contacting, recruiting, orienting, supporting, training, and evaluating Board members. The EC will ensure that Board composition reflects and strengthens its relationship with the community served by FCCS.
2. **Finance:** The Finance Committee (FC), chaired by the Treasurer, coordinates the board's financial oversight responsibilities. The FC is responsible for developing annual budgets in conjunction with the short- and long-term plans of FCCS for the Board of Trustees to review and approve. The budget is then reviewed periodically by the Finance Committee to be updated with current information. Additional responsibilities include oversight of the school's auditing, facilities and financial management initiatives.
3. **Academic:** The Academic Committee (AC) works to ensure the school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the school as an academic institution and supports the Principal in the maintenance, promotion and improvement of the academic standards set forth in the charter. The primary responsibilities of the Academic Committee include: advising the board about the school's core activities of teaching and learning; advising the board on the academic aspects of the strategic direction; and working in conjunction with the Principal to monitor and advance the quality of all academic activities.
4. **Community Outreach:** The Community Outreach Committee (CO) helps create, review and recommend actions to maintain positive relationships with parents and other community members. The primary purpose of this committee is to ensure that our community knows, understands, and supports the mission of the school. Board meetings will be held at least once every calendar month at the school and will be posted on our website and in other public forums in accordance with the Open Meetings Law. There will also be an annual meeting in which the Board will elect Trustees and Officers.

Recruitment and Retention: : The initial Board of Trustees is committed to recruiting and retaining additional board members with proven records of accomplishment in supporting and expanding opportunities for children that live in underserved communities in New York City. Potential board members will be recruited through a variety of activities and venues, which will include periodic recruitment at professional conferences/meetings, regularly scheduled FCCS activities, and through advertisement in local newspapers and/or community events. The FCCS Board of Trustees will maintain a strong working relationship with CSD 29, elected officials, local chamber of commerce, clergy, professional and social organizations. These affiliations will provide FCCS with a pool of qualified and highly committed individuals from which potential board members may be selected. The composition of the Board of Trustees of FCCS will reflect strategic expertise, resources, and perspectives needed to achieve the mission and objectives of the school. In order to do so, we need to ensure that the founding board members are committed to securing expertise in all designated fields and that the qualifications and qualities of prospective board members further develop the work of the board and school's mission. Currently, FCCS is looking to fill vacancies with people in the field of: community support, grant-writing and immigration expertise.

Qualifications to serve on the Board of Trustees are as follows:

- Believe in the mission and vision of FCCS
- Provide an area of expertise that will advance the mission of the school
- Understand the duties of a board member
- Agree to the Bylaws

- Have time to support FCCS through board training, analyzing financial statements, reviewing board documents before board meetings, attending monthly board meetings, serving on committees to which they are assigned, participating in fund raising events, etc.

See Attachment 5a: Charter School Trustee Background Information (including educational and employment history or attached resume).

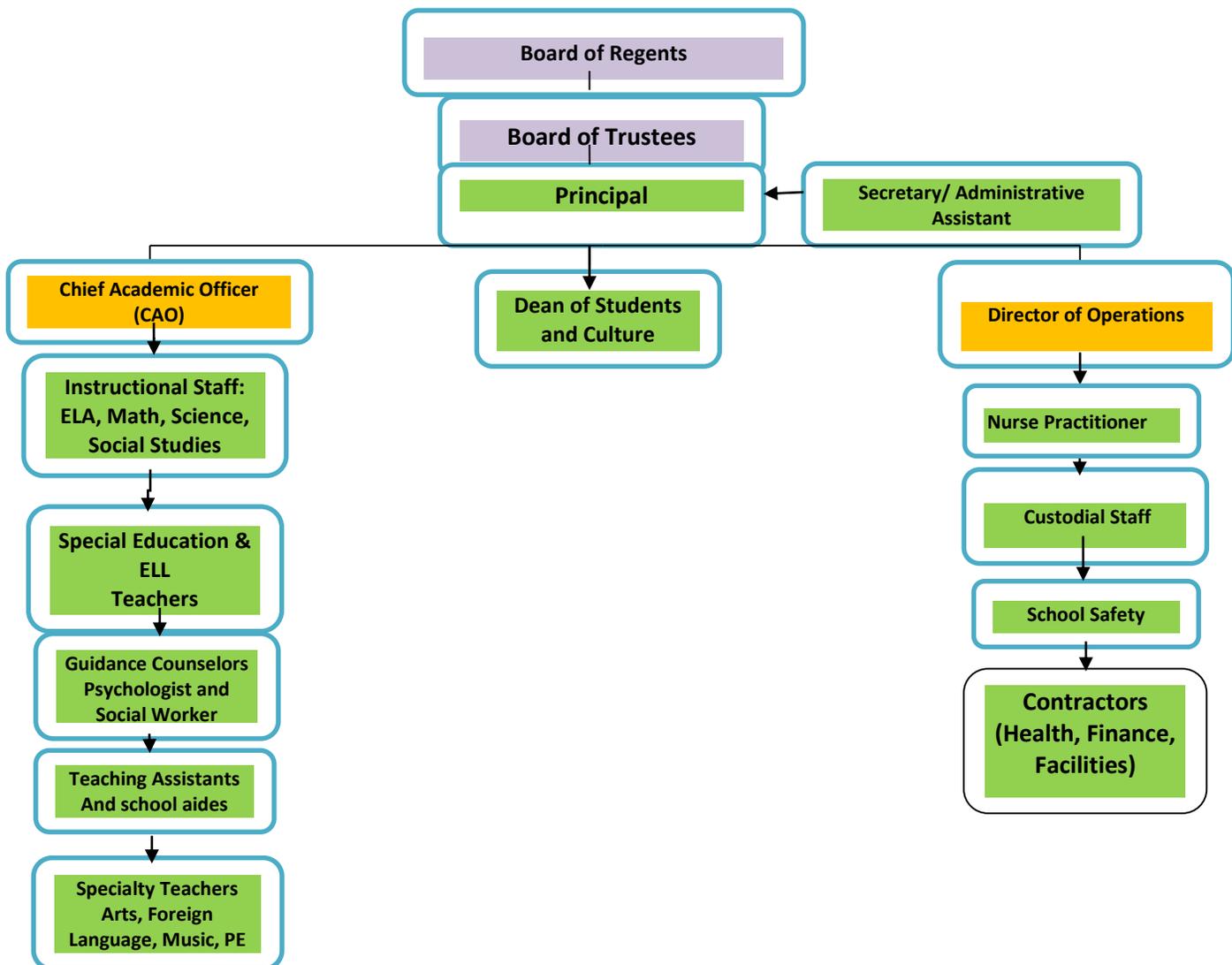
See Attachment 5b Proposed By-Law

See Attachment 5c Proposed Code of Ethics

C. MANAGEMENT AND STAFFING FOR 2016-2021.

Identifying, recruiting, developing, and retaining human capital is critical to ensuring the success of our students. We will recruit and train an experienced, effective roster of teachers, and a school leadership team that includes a Principal, Chief Academic Officer (CAO), and a Director of Operations. The following flow chart outlines the management structure and reporting responsibilities for FCCS personnel. New positions are filled after each year based on increased enrollment.

Attachment 8a Hiring and Personnel Policies and Procedures provides extensive detail regarding how FCCS recruits, selects, and retains effective teachers. It also details FCCS’s competency frameworks and screening criteria that together describe what we consider to be appropriate experience, training, competencies, and skills for faculty and leadership. FCCS seeks to hire certified instructional personnel who have extensive experience in urban classrooms. Staffing-related budget assumptions are aligned with these educational program needs, as outlined in *Attachment 9 Budget and Cash Flow*. FCCS will use formative, interim, and summative assessment data to drive key decisions about evaluation, retention, and support of leaders and faculty. The competencies and screening criteria described in *Attachment 8a Hiring and Personnel Policies and Procedures* reflect this commitment and speak to the central role of assessment data in evaluating FCCS staffs. It also outlines responsibilities for each member of the leadership team.



Organizational Structure/ Management Roles: As indicated in the above organizational chart, the Board of Trustees of the FCCS is the legal entity ultimately responsible for ensuring the school meets and/or exceeds the New York State educational, fiscal, and administrative standards as delineated in the New York State Charter School Act of 1998 as amended. As such, the FCCS Board of Trustees shall have the final authority for policy and operational decisions of the school, including hiring of new personnel, setting compensation, and evaluating school leaders. In addition, the Board is responsible for ensuring effective organizational planning and resource allocation as well as monitoring the school's programs according to the terms set forth in the charter. The Board will have between 5-15 Trustees, not including the Principal who will serve as an **ex officio** member. School administration will focus on educational and operational issues. The governance culture will reflect mutual respect for authority in these respective spheres.

Key positions and responsibilities at FCCS: The Principal is the instructional leader and manager of FCCS, and is ultimately responsible for day-to-day operations, ensuring that the school provides students with the skills, knowledge and experience necessary to succeed academically and socially. To do this, the Principal must have the skills needed to adeptly facilitate and collaborate with faculty and staff; experience teaching using alternative pedagogy; ability to identify and use diagnostic and formative assessments; and ability to engage in and support classroom and organizational level inquiry to inform decision making. Even though STEM is used only as an elective, the Principal must be passionate about students applying STEM subjects to understand and affect the world around them, and must be able to actively monitor the STEM program. He/she will be selected by a panel consisting of community members, FCCS staff and educators, but the final decision is made by the Board of Trustees. The Principal must possess a New York State School Building Leader certificate or its equivalent, at least five years of classroom experience, and a background in data analysis. (See Attachment 8a for other qualifications for school leaders and staff).

The Chief Academic Officer (CAO) is an educational leader who focuses on day-to-day implementation of the curriculum and oversees all student assessment and related data analysis. He/she reports directly to the Principal, and will work with teachers formally and informally to improve instructional practices and adhere to FCCS curriculum. The CAO will oversee the development and implementation of all new curricular initiatives including the development of the SIOP model of instruction for English Language Learners. In the capacity of instructional leader, he/she will supervise, monitor, coach and evaluate the school's teachers, coordinators, and instructional support team, and will lead ongoing development and evaluation of curriculum and professional development. Like the Principal, he/she must be able to actively implement and monitor the STEM component of our educational program.

The Director of Operations reports to the Principal, directs and manages the operational and financial affairs of our school. He/ she maintains the overall operational efficiency and the fiscal viability of FCCS, oversees the budgeting, marketing, reporting, payroll, benefits and insurance, facilities, and enrollment process and functions of the school; manages, updates and maintains accurate financial records, accounting functions, internal controls, audit and tax matters, and expenditures. *(See attachment 8a: Hiring and Personnel Policies and Procedures for full responsibility and qualifications)*

The Dean of Students and Culture reports to the Principal, and is critical to the successful and efficient running of FCCS. He/she oversees managing student discipline and building a culture of high expectations and staff involvement. Tasks include the following: Communicate with parents following student removals or suspension; coordinates efforts with guidance, police liaison officer(s), school psychologist, and/or social worker in meeting with students and parents to discuss improving student attendance and/or behavior; Consults with families via conference or communication systems concerning student attendance and behavior. The Dean is a coach and mentor to teaching staff with regard to classroom management and student behavior. He/or she directs the student discipline policy and procedures and maintains appropriate records and files, ensures that staff consistently enforces policies using consequences and incentives with students, invests students, staff and families in expectations for student behavior and achievement, coordinates record keeping for discipline and supervision for detentions, communicates with stakeholders regarding student behaviors that require attention or interventions from the Principal, guidance counselor or social worker, and provides crisis interventions as needed. Preferred skills or experiences necessary to fulfill the responsibilities of this position include but not limited to: Experience managing student behavior, experience in or knowledge of building and grounds, compliance and reporting, experience with Charter Schools preferred. (See attachment 8a: Hiring and Personnel Policies and Procedures for full responsibility and qualifications)

Guidance Counselors. The Counselors will not work in isolation; rather they are integral to the total educational program. The counselors will support the school mission of achieving academic excellence of all students as they prepare for the ever-

changing world of the 21st century. Guidance counselors will work face-to-face to help students evaluate their abilities and interests. Guidance counselors will lead a grade group cohort from 6th-8th grades and will provide day-to-day, culturally sensitive guidance and counseling for individual students.

Administrative Assistant: Because roles in small schools are varied and complex, serious consideration will be given to applicants who demonstrate in their resume and cover letter, experience and/or willingness to commit to the school’s mission and core beliefs and to become involved in these essential aspects: Performing School Secretary tasks in support of the learning community and focus of the school; Assisting Principal with clerical tasks such as updating calendar, making appointments, sending and receiving correspondence; Performing all functions of human services support, as they pertain to the role of school secretary, including payroll and employment processing; Performing all functions of pupil enrollment services, including but not limited to registration, transfers, maintaining required documentation of all enrolled students. The secretary reports directly to the Principal. Candidate must have a New York City Secretary License, with satisfactory ratings and attendance.

Faculty (subject teachers, teaching assistants, volunteer teachers): Directly responsible for instruction and for feedback to parents on academic progress. They collaborate with peers on curriculum development and lesson planning to maximize opportunities for connecting curricular concepts, and differentiating student instruction. All teachers will have a clear understanding of the curricular goals and objectives. Some will serve as lead teachers, advisors trained and supported to facilitate student advisory.

The FCCS will “grow” its administrative/instructional staff over the course of the initial charter to accommodate the expansion and development of its programs and operations. Some staff positions will begin following the first year of operations, and other staff positions may begin as half-time positions and expand into full-time roles over the course of the charter term. This increase in staff is based strictly on educational program needs and is accounted for in our five- year budget proposal.

The Board will consider data to develop school budgets that adequately and appropriately support the mission and objectives of FCCS. The Board will monitor such budgets and the impact of the Board’s spending decisions on student achievement and school success.

Staffing Plan: FCCS staffing plan that follows outlines the number of personnel needed to ensure our school achieves its mission and objectives.

	Number in Positions				
	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served:	6	6- 7	6- 8	6-8	6-8
Enrollment:	125	249	375	375	375
Position Title					
Principal	1	1	1	1	1
Chief Academic Officer	1	1	1	1	1
Director of Operations	1	1	1	1	1
Dean of Students and Culture	1	1	1	1	1
General Education teachers	4	8*	12*	12*	12*
Special Education Teachers	1	3	6*	6*	6*
ELL / ESL Teachers	1	2	2	2	2
Elective Teachers(Visual & Performing Arts, PE, Spanish)	4	5	7*	7*	7*
Psychologist	.5	1	1	1	1
Social Worker	.5	1	1	1	1
Nurse	1	1	1	1	1
Guidance Counselor	.5	1	2	2	2
Administrative Assistant	1	2	3	3	3

School Aides	1	2	2	2	2
Tutors	8	8	8	8	8
Assistants (classroom)	2	3	4	4	4
Total	28.5	41	53	53	53

Rationale for staffing structure and numbers: The school will grow each year, requiring additional members to be added to the FCCS instructional staff. An asterisk indicates the staffing in that department includes a coordinator to assist with managing departmental paper work, monitoring materials and supplies, and coordinating activities among teachers in that department. In case of the Special Education coordinators, one of their primary responsibilities is to insure that IEP needs are being met. In order to meet the diverse needs of ELLs and Special Education student population, the Special education staff increases from 2 in year 1, to 6 by the end of year 3. Special education teachers will team-teach, and will ensure that students are being taught in the least restrictive environment and their IEP's are in compliance with NY State requirements. The number of ELL teachers has also been increased from 1 in year 1 to 2 by the end of year 3. Increase in other instructional staff is based on an increased student population from 125 in year 1 to 375 by the end of year 3. The elective teachers include teachers in the following disciplines; physical education, Visual/Performing Arts, STEM PBL, Civics and Spanish. Teaching assistants will assist inside the classroom. The staff increase is reflected in the school's budget (*Attachment 9: Budget and Cash Flow*), along with professional development funding for models such as SIOP, UDL and Differentiation, STEM and PBIS. By recruiting quality teachers and providing them with the developmental support that they need, FCCS will undoubtedly show successful implementation of our educational program.

Hiring and Personnel Policies: Philosophy: (*Staff Recruitment and Retention*): FCCS believes in and is committed to the principles of equal opportunity and Affirmative Action. It is the policy of FCCS to affirmatively recruit and select employees in accordance with the requirements of the job. FCCS shall not discriminate on the basis of race, color, creed, religion, national origin, sex, age (except when age is a bona fide criterion for employment), veterans' status, sexual orientation, or disability. Disabled individuals are encouraged to apply for positions provided such disability, with reasonable accommodation, does not preclude the employee from performing the essential function of the position.

Teacher Qualifications: FCCS wants to recruit experienced teachers with a track record of improving student achievement as evidenced by their student's success on state exams. The most important qualification is the ability for the teacher to teach every student regardless of the student's capability. Students remember a special teacher because of how he/ or she presented him or herself to students. The Principal will seek teachers that display self-confidence; taking pride in his or her work, and striving for excellence. They must show a record of accomplishment of preparedness; always preparing lessons and materials in advance, following a regular routine, is organized and has activities readily available. FCCS teaching candidates for core subject areas are expected to have at least a Bachelor's degree and NYS certification in the required discipline. Candidates, who have not yet achieved a Master's degree, must be on a path to achieve one. FCCS teachers will be expected to support and promote its vision and mission.

Process to Identify Candidates: The School will use several other sources to generate a pool of qualified applicants once a determination has been made that a vacancy exists. These sources may include job postings in local newspapers, the NYC Charter Center Job Posting Board, mailings, informal networking, on-campus recruiting, on-line internet services, the New York Times Educational Job Fairs, Rainbow Push, Wall Street Project Diversity Career Fair, New York Times.com & Monster Job Fairs and Events, the National Urban League and the New York Urban League. These venues will provide FCCS with myriad opportunities to recruit qualified candidates with the requisite skills to execute functions in the occupational categories of Payroll, Fiscal, Health, Food, Facility Management, and Transportation Services. The above strategies will allow FCCS to address potential human resource challenges as the school grows to scale over the course of the charter term. In addition, FCCS will consider contracting with The New Teacher Project (TNTP) to identify, recruit, hire and process teacher candidates. TNTP is a non-profit organization with a mission of ensuring that poor and minority students get equal access to effective teachers. It attempts to help urban school districts and states recruit and train new teachers, staff challenged schools, design evaluation systems, and retain teachers who have demonstrated the ability to raise student achievement. We will use the practices outlined in The School Leader's Toolbox, a collection of resources focused on Recruitment, Evaluation, Retention of High Performers, Performance Accountability, and Building a Professional School Culture used by the nation's top charter school to recruit, manage and support a high-performing teacher workforce.

FCCS selects applicants for employment on the basis of experience, character, alignment with the School's mission and

philosophy, necessary credentials, and ability to perform their required duties. The School is committed to evaluating each applicant and employee on the basis of personal skill and merit. The School will make every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all of its working relationships. FCCS will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsifications or omissions of any information or date on an employment application may result in exclusion from further consideration for employment and/or termination of employment.

Non-Certified Teachers: To determine appropriate experience, training and skills of non-certified teachers, FCCS will define the values and professional qualities that the school expects of its teachers and that best respond to the needs of the student population and the school community. Staff members will be involved in the interview and selection process. FCCS will utilize all sources of data and insight about a candidate from resume, written applications, screening tools provided from central offices, interviews, demonstrated lessons, etc. Once hired, we will ensure every new teacher has a trained mentor who has time to provide effective mentoring. Mentoring will be purposeful and leading to the development of teacher competencies that result in favorable student achievement outcomes. The Principal and CAO will engage in frequent and regular communication with new teachers and mentors to understand what additional supports they need. Mentors will be selected from experienced, certified teachers from FCCS staff. FCCS will take advantage of network and district resources for mentor and new teacher training and development.

Teacher Retention: FCCS intends to attract and retain effective teachers by providing excellent compensation and a supportive professional environment; including meaningful professional development, high-quality mentoring, free workshops and a salary that is competitive to other schools throughout New York City. FCCS teachers will begin at least 3% higher than the NYCDOE system. FCCS will implement a pay for performance bonus to teachers who have achieved their academic goals as determined by the CAO and individual teachers at the beginning of the school year. Bonuses (see 5 year budget line item 74) in the amount of \$1000 will be paid at the end of the school year. Each year, it is a firm and stated objective that at least 85% of all teachers and staff will express satisfaction with the school's leadership, learning environment, and professional development opportunities, as determined by the School's Teacher Survey. The school also allows participation in its pension plan after the first year of employment. The goal is to maintain a comparably high retention rate for faculty and staff. The responsibilities and qualifications of specific school staff members are described in the attached job descriptions (**see Attachment 8a**). As the school grows between Year One and Year Five of its charter, additional personnel will be hired to service the growing enrollment of the school. Staffing needs will be strongly dictated by the needs of the students. Our anticipated aggressive outreach towards students with disabilities and ELL will necessitate adequate instructional staffing for those students. To deal with the human resource challenges as the school grows to scale, FCCS will engage in year-round activities to market the school to prospective candidates, leverage DOE systems to identify candidates, and consider candidates from all pathways (traditional, alternative certification, transfers) when vacancies arise.

See Attachment 8a: Hiring and Personnel Policies and Procedures

See Attachment 8b: Qualifications for proposed leader (resume to be submitted once selected)

C1. Charter Management Organization: Currently, FCCS does not have a Charter Management Organization nor does it plan to solicit one in the future.

C2. Partner Organization: Currently, FCCS does not have a Partner Organization nor does it plan to solicit one in the future.

D. EVALUATION

Educational Program: FCCS is committed to continuous improvement, which requires frequent self-review. From the Board to the Leadership, to the teachers, tutors, and students, a "growth mindset" a belief that we can always do better, is at FCCS's core. We will undergo rigorous self-evaluation every year to highlight areas for improvements. After each school year, FCCS leadership and the Board will engage in a strategic review process to identify areas in which we are not aligned with the school's vision and to make programmatic, operational, or budgetary adjustments that will help the school better achieve its mission. In this process, several sources of data will be collected and analyzed.

1. Assessment results will give us a picture of whether our students are achieving high academic standards as specified in our mission.
2. Attendance and retention rates will provide insight into whether FCCS is effective at getting buy-in from all students, even the hard to serve.

3. Student demographic data will show whether the school is meeting its obligations to be truly open to all students and serving a sample that reflects the community in which we operate.
4. Student and family surveys will indicate satisfaction with FCCS and the way we operate to promote inclusiveness of our families.
5. Staff surveys, administered at the end of each trimester, will indicate whether staff have the resources, support, and leadership skills they need to succeed.
6. School culture indicators, including involvement in extra-curricular activities and records of disciplinary issues, will show whether students feel safe, included, and cared for. Student and family surveys will also include questions about climate and culture.
7. Fiscal indicators will provide evidence of the operational team's capacity to manage cash flow throughout the year and the Board's success at anticipating budgetary priorities.

The Principal, CAO and Director of Operations will compile and present these data, along with recommendations, at the Board's annual retreat in August. Based on trends that emerge from the strategic review, the Board will make decisions about leadership changes, fiscal needs, or new programmatic priorities. For example, if achievement data indicate that math assessment results are not meeting our targets and the math instructional team reports that it is struggling to keep up with the volume of lesson planning required, the Principal may recommend a series of changes that could include a shift in teacher scheduling, PD, or making personnel changes. The Board will then have the opportunity to provide feedback and adopt changes.

Student achievement data is the key in evaluating FCCS's educational programs. The Principal and CAO will set school-wide goals along with targeted professional development workshops for teachers to ensure that they have adequate support for student success. All incoming 6th grade students and their parents will participate in a scheduled intake during the spring before 6th grade, but after acceptance into the school when the lottery has been completed. Information such as IEPs and academic history will be gathered by school administration. FCCS will administer diagnostic assessments in math, reading and writing each summer, beginning August 2016 and again at strategic times throughout the school year. This will allow for accurate baseline assessments for instructional planning and grouping and for student growth to be measured on a yearly basis for program analysis.

FCCS Board of Trustees will use data to continuously assess the school's academic and fiscal health, alignment with its charter, and all regulatory compliance. This analysis will be based on the accountability goals outlined in our charter application, along with a review of financial reports and academic assessment data. The Board plans to develop a technologically sound system of monitoring key metrics, and will meet at least monthly to evaluate the academic, fiscal and organizational health of the school. At each meeting, the Board will review reports prepared by the Principal and CAO, to ensure the school is on the path to meeting or exceeding the goals articulated in the charter and accountability plan. FCCS will utilize achievement data as the primary indicator of student progress. This includes data from selected diagnostic, formative and summative assessments, along with trends in student grades and GPAs, and disaggregated achievement data to demonstrate progress of student subgroups and to measure the achievement gap. Specifically, the Board will use achievement data from NY State assessments to evaluate progress toward the school goals laid out in Section II-A in ELA, Math, Science, Social Studies and Adequate Yearly Progress. In addition, the Board of Trustees will annually compare our achievement data from NY State assessments to a selected comparison group of high-performing charter and public schools, in order to evaluate our effectiveness.

The Board of Trustees will also examine Demographic Data which includes information on student attendance and attrition, school suspensions, and student recruitment and enrollment numbers for various demographic subgroups. Additionally, after three years our school will be able to collect data on students' high school acceptance and enrollment. This data will allow the Board of Trustees to measure the success of FCCS academic programs.

Program Data will include pertinent information about school programming, ranging from staff information (recruitment and application numbers, staff attrition, certification levels, etc.) to intervention data and outcomes (number of students participating, ratio of staff to students, students invited to Saturday School, etc.). Additionally, this category will include any relevant data from programs in our school such as Advisory, Enrichment, along with data reflecting parent involvement (attendance at events, active PTA members, etc.), all of which can be analyzed for its role in directly or indirectly impacting our student achievement goals. Specifically, program data on student attendance, attrition, and parent involvement will be used by the Board to evaluate progress toward the school goals listed in Section II-A.

Perception Data – Each semester FCCS will administer a Student and Family Satisfaction Survey, along with similar surveys targeting other stakeholders (teachers, administrators, and Board members). These will measure the perception of our school

through the eyes of various stakeholders, as well as any changes in beliefs or goals as a result of participation in the school community. Selected survey data will be used by the Board to evaluate progress toward school goals around Student/Family Engagement and School Culture, as outlined in Section II-A.

Financial Data – FCCS will analyze the fiscal soundness of our organization on a monthly basis by examining budget-to-actuals for the level of variance, as well as regularly assessing our school’s cash reserves. On an annual basis, we will look to an independent financial audit to reflect an unqualified opinion with no material weaknesses.

Teacher Evaluation: Teachers will be evaluated by the Principal on the basis of frequent informal observations and formal extended observations conducted by both the Principal and CAO. Teachers will be evaluated using “The Framework for Teaching Evaluation Instrument,” a research-validated evaluation instrument for teachers from Charlotte Danielson. Teachers will be introduced to the Danielson Framework for Teaching Evaluation during August of 2016 Teacher Academy. Once formal sessions begin, teachers will have a series of both formal and informal (walk-through) observations, which will be conducted by the Principal and the CAO. The goal is to provide teachers with meaningful feedback to increase their performance. Teacher effectiveness will be measured using the four domains and will be explored and enhanced during professional development. Teacher evaluation results will be used to create personalized coaching and PD plans to support their growth. Annually, each teacher will receive a formal, written evaluation of his/her performance based on the Danielson Framework (60%), student achievement on locally-selected assessments (20%) and 20% on student performance based on results from State assessments. The written evaluation will also include a self-assessment component, where teachers reflect on their own strengths and areas for growth, along with the Director of School’s assessment.

Non-Instructional Staff Evaluation: All non-instructional staff will receive a formal, written evaluation of his/her performance based on the specific roles and responsibilities outlined in the job description, along with his/her progress toward meeting performance goals set out at the start of each year. All non-instructional staff members will have regular meetings with the Director of Operations to review performance, discuss current areas of focus, and set priorities for upcoming weeks.

School Leader Evaluation

The Board will evaluate the Principal once every year, using a Principal Performance Rubric comparing the school’s performance to stated goals and objectives. FCCS will utilize a Principal Evaluation Rubric developed by Kim Marshall after making slight modifications. The Board will complete a narrative assessment of the school leader’s strengths and areas for growth, using the various data points on the rubric as the basis for drawing conclusions. The evaluation will be written primarily by the Board President in conjunction with the Executive/Governance Committee, and will be provided to the Principal for review in advance of his/her annual Evaluation Meeting.

Chief Academic Officer (CAO) Evaluation

The Principal will formally evaluate the CAO twice annually and will make recommendations to the board about compensation, promotion, and termination at the conclusion of each year. The CAO will be evaluated on the basis of responsibilities in his or her job description as well as overall contribution to the development of a viable school and a strong culture.

STEM Academy Evaluation: FCCS will hold the STEM Academy accountable for implementing specific units for grades 6, 7 and 8, along with the required support services. The school will evaluate and hold the STEM Academy organization accountable for their services and results in several ways (direct feedback, written feedback from STEM teachers, administration and board; accountable for student outcomes). If the STEM Academy doesn’t perform as anticipated, FCCS will fire them and seek outside service providers.

Board of Trustee Evaluation: FCCS success ultimately will be directly correlated to the capacity and effectiveness of the Board of Trustees. It is therefore critical that evaluation of the Board both collectively and individually takes place at least annually. The process will involve each Board member completing three self-evaluation forms: one in which he/she evaluates the performance of the Board as a whole; the second in which he/she evaluates his or her own personal Board performance and involvement; and the third in which he/she is asked to evaluate another Board member. These tools will ask relevant and clear questions relating to the functioning of the Board, the functioning of the charter school, clarity of roles and responsibilities, shared mission and vision, contribution, engagement, openness, process etc. This information will be analyzed annually by the board executive committee, to inform Board development and training and to ensure that the Board has the requisite knowledge and skills to be responsible stewards of the charter school.

Operational and Fiscal Soundness: Operational soundness will be measured through overseeing the purchasing and expenditures, facilities, inventory and equipment check, student data, and student services (such as food and health services).

Fiscal soundness will be measured through accounting, reporting, and revenue and cash management. FCCS will contract with an Accounting/Auditing Firm to ensure the organization is operating with financial efficiency.

Annual Report Procedures: It will be the responsibility of the Board of Trustees to ensure the Annual Report is completed, reviewed and submitted to the chartering authority in a timely manner. All Board members will receive a complete copy of the Annual Report following submission to the Chartering Authority or other educational entity. Flagship Community Charter School will produce an Annual Report, in accordance with Education Law 2857(2) (f), which shall include an honest, transparent, and balanced compilation of all relevant programmatic findings of that year. In addition, comparisons to past performance, peer groups, and national norms will be made whenever possible. In sum, this Annual Report will contain:

1. A Charter School Report Card, including, but not limited to, graduation/promotion rates, dropout rates, performance on standardized tests, total spending per pupil and administrative spending per pupil;
2. A discussion of the progress made towards achievement of the goals set forth in the charter;
3. A certified financial statement, including the revenues and expenditures for the preceding school year, a copy of the most recent independent fiscal audit of the School and any audit conducted by the Comptroller of the State of New York.
4. Quarterly programmatic reports will also be prepared by the Principal or a designee and submitted to FCCS Board of Trustees, which should lead naturally to the form and substance of the academic, operational, and cultural components of the Annual Report. These reports may include: demographic information; student performance on standardized exams and state assessments; number of detentions and suspensions issued; student enrollment and withdrawal data.

FCCS will retain an independent New York State Certified Public Accountant to perform audits of financial statements to the same extent as other public schools, but at least annually, pursuant to Education Law 2854(1) (c), and such audit shall be conducted in accordance with generally accepted auditing standards and government auditing standards issued by the Comptroller General of the United States. FCCS will include this audit as a part of its Annual Report to its Board of Trustees, the Chartering Authority and the State Board of Regents. The first annual audit will cover the fiscal year ending June 30th, 2017 and will include any relevant start-up period prior (start-up financials will be identified in the footnotes to the financial statements). The fiscal audit will contain information including: Financial position, Activities, Cash flow, Functional expenses. The audit will be completed using the NYSED's mandatory audit templates. Audits will be conducted in accordance with the auditing standards generally accepted in the United States of America, and Government Auditing Standards issued by the Comptroller General of the United States.

General Audit Procedures: It will be the responsibility of the Finance Committee of the Board of Trustees to ensure that the fiscal audit is completed (with help from the APO), reviewed by the Board of Trustees and submitted to the Chartering Authority in a timely manner. All Board members receive a complete copy of the full audit and management letter, following the delivery of the final audit by the auditing firm. The Board will utilize no single auditing firm or auditing personnel for more than three consecutive years, as to prevent the erosion of objectivity necessary for independent fiscal and programmatic due diligence.

Student and Family Satisfaction: Student and family satisfaction will be evaluated through questionnaires, feedback received from meetings, and the learning environment survey (conducted by the NYCDOE). Students will be given a survey that asks them to examine their satisfaction with their courses, teachers and school as a whole. Families will have a similar survey that asks them about student performance in their courses, communication and satisfaction with classroom teachers, communication and satisfaction with school leaders and overall satisfaction with the school as a whole. The school report will be accessible from the DOE website.

E. PROFESSIONAL DEVELOPMENT

PD will be an essential part of FCCS success. PD at FCCS is designed explicitly to advance our two paramount goals: (1) to establish a culture where students have the skills and discipline to be ready to learn, and (2) to ensure that the school fosters academic excellence and rigor and that students achieve at the highest levels. Developing excellence and effectiveness in FCCS faculty will be the top priority of the Principal and Chief Academic Officer. To ensure that FCCS instruction and classroom management are continuously improving, the leadership team will employ and refine a robust portfolio of PD throughout the summer and school year. The Principals and CAO will serve as the primary in-house professional developers for programs, supported by outside experts when needed. FCCS's PD will be delivered throughout the year and will include 10 summer days, and at least 33 early releases on Fridays, along with outside programs and courses chosen by individual teachers with the support of the Principal and CAO. Every teacher will also have daily planning and collaboration periods.

PD Content. FCCS will create an instructional guide based on best practices, and to which our PD program will be aligned. The PD program is designed to ensure school-wide consistency of culture and rigor, consistent and appropriate use of ongoing assessments, and efficient use of instructional time—each of which are crucial components of the positive impact excellent teachers have on student learning. Throughout the year, the Principal, and administrative staff will provide intensive, hands-on training as well as daily observations of each classroom for all staff in the school’s core curricular and assessment systems. FCCS’s PD program is designed to support teachers’ taking full responsibility for the success and failure of each of their students, regardless of students’ ELL classification, special needs, or academic level. To this end, the PD program aims to prepare teachers to be strategic, deliberate, and purposeful in instruction. It provides FCCS teachers instruction in classroom management and instructional interaction to prepare them to hold all students to high standards. It reinforces the charge to do whatever is necessary to help students meet these standards. Consistent with the Instructional Guide (once completed), the PD program will prepare teachers to improve continually in their ability to execute the following components of FCCS’s curriculum and assessment:

Lesson planning protocol. The Principal and CAO will lead sessions to develop staff knowledge of effective lesson planning using colleagues’ feedback to guide revision and improve alignment with learning standards and assessments. In lesson planning sessions, one FCCS faculty member will present a lesson plan to his or her peers. The peer teachers will ask clarifying and critical questions and suggest improvements. Feedback will focus on (i) alignment between lesson objectives and New York State Learning Standards; (ii) alignment between lesson objectives and Common Core Standards; (iii) alignment between lesson objectives and the New York State Performance Indicators; (iv) alignment between lesson objectives and the component parts of the lesson; (v) feasibility of the lesson’s pacing and time allotments, considering a range of academic levels, English language proficiency, and special needs of students; (vi) rigor of the lesson’s instructional approach and curricular materials; (vi) refinement of “Do Now” activity, follow-up questions, independent and guided practice, and Exit Ticket; and (vii) the lesson’s connection to prior and future learning.

Data analysis protocol. FCCS PD will encourage staff to embrace and build a culture of data-driven instruction where teachers and school leaders are continually engaged in a conversation around improvement strategies. FCCS teachers will analyze student assessment data to discern the drivers of student achievement and underachievement by identifying areas of concern and describing the instructional approaches taken. During PD sessions, individual teachers will present their assessment data and describe their instructional approaches. Peer teachers will suggest adjustments and share insights. To close, the presenting teacher will identify the most promising steps moving forward. PD and practice focused on data-driven problem solving will reinforce the professional norm where faculty independently discusses data with school leaders and among themselves.

Instructional technique/taxonomy. Doug Lemov’s *Teach Like a Champion* informs FCCS’s approach to instilling the taxonomy of teaching practices and techniques that are critical to classroom effectiveness. Instructional technique PD sessions develop a shared professional vocabulary for FCCS’s staff and focus on concrete, observable techniques that exceptional teachers in high-poverty settings use to dramatically improve student achievement. PD sessions are built around watching, discussing, and considering the relevance of actual examples of instructional techniques, most of which are codified in Lemov’s book. Faculty members will analyze the actions, words, and methods that make master teachers effective at a technique and will discuss how to use techniques such as “Right is Right,” “100 Percent,” and “Every Minute Counts” in the classroom. A significant portion of the effort at FCCS will be identifying predictable stumbling blocks that impede the development of students who are ready to learn. The taxonomy sessions will help FCCS build a backbone of classroom culture and instructional effectiveness and will ensure that classroom management techniques are used consistently across classrooms and grades.

Evaluation. FCCS will evaluate and review each PD session with short surveys measuring satisfaction, relevance, and appropriateness. Teacher responses will be synced up with teacher effectiveness at improving student learning and fulfilling professional obligations. Staff feedback and student achievement will inform how we plan and implement future PD and coaching.

FCCS PD at Summer Academy (SA). FCCS faculty will participate in a 10-day SA that begins on August 8th, 2016. In July, the Principal and CAO will finalize the curriculum and schedule for the Summer Academy. Staff and consultants will collaborate to ensure PD sessions are rigorous, engaging, and aligned with FCCS’s curriculum and best practices. The Principal and CAO will lead sessions, develop action plans, and review teacher work developed during summer PD. FCCS will develop the capacity of teachers to deliver PD to colleagues. To ensure teachers are prepared to teach rigorous academics, Summer Academy sessions are focused on creating a strong and disciplined culture in the school and in the classroom as well as on specific content areas. PD sessions are targeted and differentiated according to teacher need. Some sessions will be foundational for all teaching staff; other sessions will target literacy, special education, and ELLs. During the SA, FCCS will focus foundational programming on teaching techniques and also ensuring that all staff (administrators, tutors and teachers, regardless of experience level) will be

prepared to address the diverse student population of FCCS including students at risk of academic failure, students with disabilities, and English language learners.

FCCS PD during the school year. During the school year, FCCS teachers will have 90 minutes of PD each Friday, following an early dismissal for students at 3:26pm. PD sessions are designed to ensure a relentless focus on a rigorous academic culture with tight discipline systems, common language, and consistent expectations. Friday PD sessions will include inquiry groups that allow teachers to collaborate around action research projects; grade level sessions where teachers focus on age and development-appropriate content to meet the needs of students in their grades; and taxonomy sessions where teachers will continue to develop mastery of the strategies outlined in Lemov’s *Teach Like a Champion*. Time will also be reserved during the day for teachers to collaborate in examining student work and assessment data, serve on school committees, and perform peer teacher observations. Schedules will be designed to ensure that teachers teaching similar content will have common planning time throughout the week. The Principal will occasionally choose FCCS faculty or faculty members from other high-performing schools to present effective practices in PD sessions. From time to time, expert consultants will be brought in to support the entire staff as appropriate, and FCCS staff members will regularly lead PD sessions on topics in their expertise. PD days will include at least two days observing other exemplary schools, teachers, and curricula. See *Attachment 3a Sample Daily Schedule* and *3b First Year Calendar* for the proposed calendar.

Outside PD opportunities. While frequent faculty-wide PD is an important element of building the FCCS school culture, FCCS also wants to ensure that individual teachers are given the opportunity to pursue PD outside of what is offered through the school. Each faculty member will receive funds each year to use towards approved Individual PD Plans. FCCS has budgeted \$1,315 per staff member per year for conferences, certifications, and other PD in addition to a \$500 travel stipend per staff member per year (assuming 3% inflationary rate) (See *III.K. Budget and Cash Flow line 121 and 125 on 5 year budget*). Outside PD may also include courses, retreats, conferences, visits to additional schools, or other opportunities deemed valuable and necessary by the faculty member in conjunction with the Principal and CAO.

Pre-opening and Year 1 PD priorities. As an organization, FCCS’s priority is to operate efficiently in order to allow our in-school PD time to focus on (i) establishing a culture of academic excellence and (ii) ensuring that teachers strategically use high standards and rigorous assessments to guide teaching and learning. Prior to the opening of the Summer Academy, school leaders will attend PD sessions run by experts that focus on instructional leadership.

Evaluation of the PD program. Like FCCS’s academic program, the PD program will be evaluated routinely and improved based on assessment data. Staff will be surveyed at the end of the PD Summer Academy and at the end of each trimester to evaluate which sessions were useful, which were not, and topics or skills staff would like to learn about in future PD sessions. School-wide student assessment data will also be used to identify areas in which students are struggling in order to target future PD sessions to address teacher needs in improving lesson plans, classroom management, or other instructional elements to improve student achievement.

Teacher retention and establishing a professional climate. FCCS strives to recruit and retain staff dedicated to student achievement and improving the way curriculum is delivered to students. Integral to our goal of preparing students to succeed in college and careers is creating a professional climate in which staff is able to grow and hone their instructional skills and become among the best in their fields. FCCS employs a Teacher and Leader Effectiveness system to support the development and retention of the most effective teachers and school leaders. Our system seeks to measure performance, recognize outstanding work, and provide focused opportunities for continual professional growth. We focus on critical inputs to strong instruction and on student outcomes, including an annual survey that asks students to assess faculty.

Organizational capacity building and sharing resources and best practices. In addition to Friday PD sessions (where teachers share resources and best practices) FCCS will encourage teachers and provide access to software platforms such as Better Lesson and Graphite in addition to other open education resources to continually build capacity for staff.

G. FACILITIES

FCCS intends to seek both public and private facility space. The founding members of FCCS have requested space for up to five years in an existing DOE facility within CSD 29. This is based on the Chancellor of the New York City Department of Education (NYCDOE) pledge to provide all new charters with public school space. Our ideal facility arrangement would allow for a minimum of shared common space and be discrete from an existing school. As such, we expect the school will have its own food service facilities, including kitchen and cafeteria accommodations that will be shared by all programs within the school. FCCS will work with NYCDOE to find suitable public space for all of its students. We do recognize however, the limitations of this arrangement and is prepared to work around these challenges in order to open our doors in a DOE building. The

applicant team has already consulted the DOE's current list of under-utilized space (*which will change over the course of the coming year*) and reached out to the Division of Portfolio Planning regarding the possibility of co-locating in a NYCDOE public school. In the event that DOE space is not available, the applicant has developed the following contingency plan:

Facility Contingency: The applicant team has begun negotiations with Charter School Facilities, and they have identified an ideal property for a school within CSD 29. The owners have targeted the site to house a charter school for the long term. At their expense, the owners will reconfigure the existing space to the school's specifications. The floorplate of 11,000 square feet is desirable for meeting our educational program requirements for the first year. As the school grows, the owners will ultimately provide 44,000 square feet of space with rental costs within budget parameters for charter schools. FCCS will begin by utilizing 11,000 square feet of space during the first year. Rent will be paid on a graduated scale as follows: Estimated cost for year one is \$ 220,000, \$398,400 year two, and \$600,000 year three, then the lease must be renegotiated. (*budget line item 133 assumes no increases in rent after year three*). The above costs are based on the actual space that will be utilized each year based on our student population. Estimated costs for insurance, repairs, janitorial service, and utilities are reflected in our budget.

In the event that DOE space in CSD 29 is not available, the applicant team will complete negotiating the lease agreement in regards to the above mentioned building no later than January 2016. An architect from the Rand Corporation will revisit with the founding members during October 2016 to discuss any other cosmetic changes that will be required and the associated costs. Once this has been completed, the founding members will have a better idea on costs, time to renovate, and date at which facility can be occupied. Our research indicates that available space which meets our square footage needs within the CSD 29 boundary ranges from \$20 to \$30 per square foot. This estimate is consistent with facilities costs of comparable schools in CSD29 and the larger New York City area. FCCS budget assumes a low- end first year lease payments of 220,000 at a cost of \$20/square foot, assuming 80 square feet per student. The additional 1000 sq. ft of space will be used for administrative purposes. The building is barrier free and will provide students with certain disabilities access to all programs and services.

G. INSURANCE

Education Law subdivision 2851(2) (o) requires that an applicant provide the types and amount of insurance to be obtained by the school, which shall include adequate insurance for liability, property loss and personal injury of students. FCCS will carry comprehensive policies in the following areas, based on the insurance policies obtained by other charter schools, and Austin & Co.

- General Liability: \$1 million
- Directors and Operators: \$3 million
- Umbrella Liability: \$5 million
- Student Accident: \$500,000
- Student Accident Medical: \$25,000 per accident
- Catastrophic Accident: \$1 million
- Property, Automotive, Crime, Business Interruption: \$400,000
- Workman's Compensation: \$2 million

H. HEALTH, FOOD AND TRANSPORTATION SERVICES

Health Services: Education Law [§ 901-914] and [§136.2(d)(2)] of the Commissioner's Regulations delineates the health service requirements of educational institutions like FCCS. Our school will comply with all health service requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. FCCS will provide health care services that match and exceed the health services that are available to children attending many other public Schools in CSD29. FCCS will ensure that all students have access or referral to primary health care services and will teach students about the importance of the use of primary health care; prevention and control of communicable disease and other health problems; and emergency care for illness or injury. A group of FCCS teachers and administrators will be trained and certified as First Responders in the event of a medical emergency that may require the use of Automated External Defibrillators (AEDs) or perform CPR. The use of an AED device will be reported to the regional EMS office. AED devices will be maintained and checked on a regular basis to ensure function.

Parents must notify FCCS Administrators if a student has a special medical condition or need. Parents must provide the school Administrator with a doctor's note that include dosage, storage instructions, and the original prescription bottle/container for those students who must take prescribed medication during the day. Students must report to the nurse's office with a valid pass to receive medication. When the nurse is not in the building his or her responsibilities will be assigned to the Director of Operations. The Principal will be the back-up person to the Director of Operations. All medication disbursement will be kept in a detailed log, indicating date, student name, name of medication, time of dosage, and the initials

of the person giving the medication to the student. The nurse's credentials and FCCS health services will be consistent with those provided to public-school students in the City of New York. FCCS will collect and appropriately store all immunization and medical records. A parent may choose not to have their child vaccinated due to religious beliefs and a letter will be placed in their file. A letter may also be presented if a physician believes that the immunization may cause harm to the child.

Food Services: FCCS will participate in the Federal free- and reduced-price breakfast, lunch, and snack programs administered by the U.S. Department of Agriculture via the Office of School Food and Nutrition Services (OSFNS) of NYCDOE. All the necessary requirements and/or guidelines that the United States Department of Agriculture, and the New York State Department of Education require for healthy and nutritious meals will be adhered to. These include, but not limited to meal pricing; nutritional value; determination of eligibility; and reporting requirements. Breakfast and lunch will be served each day that school is in session. For the extended day schedule, students will be served with snacks. Students can opt to bring their own lunch and not partake in the school lunch program. Where meals are prepared and served will be determined when the facility is secured. We expect at least 80-84% of the student population will be eligible to receive free and/or reduced price meals based on their parents' income. In order to receive reimbursements for the meals provided for the students in the charter school, FCCS will offer the five nutritional items that constitute a healthy meal. These items are fruit, milk, protein, grain, and a vegetable. Students will be offered a choice of five nutritional items and will be required to choose a minimum of three of five food items. This is consistent with the federal and New York State guidelines.

Transportation Services: Education Law [§2853(4)(b)] and § 3635 requires that Charter School students eligible for free transportation receive the services to which they are eligible. FCCS will adhere to this requirement by ensuring that students that qualify will receive the services delineated by the aforementioned Education Law. FCCS will collaborate, as all New York City public schools do, with the New York City Department of Education Office of Pupil Transportation to provide Metro cards to all eligible students. Special education students often have different eligibility for transportation. Their Individual Education Program (IEP) dictates their eligibility. FCCS will work with the local district to insure that transportation for special education students and students with disabilities is provided in accordance with all applicable State and Federal laws. For students that fail to meet these eligibility requirements, FCCS will provide the following service options: parent drop-off/pick-ups, metro card, which FCCS will provide from fundraising and donation from corporate partners to finance our students' transportation needs. There is also ample bus and subway service that runs throughout CSD 29. We have placed in our budget, the cost of Metro cards for 75% of our students for school days in excess of 180, and we have budgeted \$100/student in field trip expenses.

I. FAMILY AND COMMUNITY INVOLVEMENT

Family Involvement: Education affects the student and the student's parents/guardians. Conversely, parents/guardians affect each child's educational progress. FCCS recognizes the value of parents/guardians and will work to actively involve them in their child's learning experience. Our mission is one that sees parents as part of a learning community and so we strongly believe in a school in which the voices of families play a role in reality. In compliance with Education Law 2851(2)(c), FCCS will be a school in which the voices of families are valued and have an impact on the policies of the school. The following strategies include, but are not limited to the following:

- Utilize social media, such as the school's website and Facebook page, to connect with families and community with the school.
- Develop parenting programs specifically for middle school parents
- Invite families into the school to participate in parent conferences and workshops.
- Encourage parents and members of the community to lend their own professional expertise in the school.
- Schedule school events and student celebrations during a variety of work-friendly hours to maximize family participation.
- Institute a monthly school newsletter and calendar including information about community resources and events.
- Invite families to attend special assemblies/student performances and to chaperone fieldtrips.
- Send progress reports to parents regularly (between report cards), keeping them informed of the student's progress.
- Utilize Community Based Organizations and School staff to sponsor activities for families, such as exercise classes, ESL classes, sewing classes, educational games, and computer classes.
- Sponsor an annual "Family Day" with activities and food.
- Implement a transparent system for parents and community leaders to voice their opinions, recommendations, and feedback.
- Make parents aware of the pertinent schools data.
- Communicate positive news about students with their families through phone calls, e-mail, or notes.

- Encourage family members to volunteer and get involved at the school

Parental Involvement in Governance: A key opportunity for families to be involved in the governance of FCCS is through the School Leadership Team (SLT). The Team is comprised of the Principal, the PTA president, four elected teacher representatives, and four elected parent representatives. The SLT will be an advisory group that functions as a think tank for the school, advising the Principal and the Board of Trustees in establishing school priorities, searching for funding possibilities, considering new connections and programs, and reviewing school data. SLT meetings will serve as a forum for families and staff to discuss issues and concerns affecting the children of the school. Committees of the SLT may form to study and advise the Board on facets of the school such as programmatic expansion plans, budget issues, or student and teacher recruitment activities. Membership is open to all members of the school community. Parents will also have the opportunity to interact with the Board of Trustees, during open comment time at board meetings. A committee of the SLT will focus on event planning in its first year.

Communication with the home: FCCS will implement an efficient two-way communication between the school and families so they may be informed about their children's progress, upcoming events and how they may contribute to their children's education. This will be done through phone calls to parents, letters written in dual languages, meetings with administration, the school website and monthly newsletters. Individual contacts between staff members and families are especially important in bringing families in, ensuring buy in, and building investment. Teachers will be required to maintain regular contact with parents via notes sent home, emails and/or telephone calls. During any year, there will be two family conferences which include students and their families; students will play a major role in selecting pieces of work they want their parents to look at, and discuss at their conferences, and then set goals for themselves with input and feedback from their family and teachers. Other meetings when requested by either families or teachers will supplement these conferences. Quarterly, teachers will send formal progress reports to families describing each student's progress in both narrative description and skill checklists. FCCS will host a myriad of events to keep parents engaged in the educational process. From international dinners to student honor roll assemblies, FCCS will welcome parents at all times. The Director of Operations along with the PTA will send out monthly newsletter discussing key elements of the school and providing news and updates. The Principal will also host a school-wide Community Meeting in September, along with others periodically throughout the year.

Each year, a family survey to gauge satisfaction with the school's programs and policies will be created by the Board of Trustees, with input from the SLT. The administrative assistant will coordinate the distribution, collection, and compilation of the surveys. The results of this survey will be shared with the SLT and the full Board, and will be an important piece of data for the board to study in evaluating the effectiveness of current school policies and operation and considering directions for the future.

Community Involvement: Communities play a unique and vital role in the development of equitable and sustainable innovation. Engaging a community and its members in its own future provides fertile ground for new ideas, and the opportunity for broad ownership of the ideas and plans that are adopted. FCCS will build a broad coalition of support to sustain our ongoing efforts by identifying a diverse sampling of individuals and local businesses to support and engage in our academic and non-academic programs. By identifying a diverse sample, the community is more likely to have a path of more impactful and sustainable innovations. The founding members have already begun the process of building relationships with organizations in the community and have an overwhelming response from community based organizations. We will continue to build connections with local churches, Parent Teacher Associations and other not-for-profit organizations, in order to recruit students as well as to continue to foster strong and productive relationships. Many of the founding team and board members have considerable experience with community outreach and organization which will further support the FCCS's roots within CSD29. FCCS will establish partnerships with the American Museum of Natural History where students can be involved in their writing and other programs. We will also establish partnerships with the Queens Hall of Science.

- J. **FINANCIAL MANAGEMENT:** Our funds are safeguarded and used properly and our reporting is accurate. Budgets for FCCS will be monitored on a monthly basis by the Principal and the Director of Operations. Monthly and quarterly financial reports will be sent to the board for review. Any major revisions made to the budget must be approved by the Board of Trustees. The Principal and Director of Operations will evaluate the school's needs for the upcoming year, including staffing, technology, facilities, supplies and materials, and develop a budget based on the previous year's actual spending. The proposed budget will then be given to the board of trustees for approval in May. The Director of Operations will complete all functions, including but not limited to: set-up of payroll; bookkeeping; human resources; creation of fiscal policy and procedure manual; assistance developing the employee manual; recommendations for budget; financial reporting, establishing finance software; and, audit prep. All financial controls will be detailed in the financial policy and procedure handbook. The Board of Trustees

will review and approve all policies in the handbook. All checks over the amount of \$5000 will require two signatures for approval, one being the Principal and the other the Director of Operations. Procedures will be in place so that no single individual will have control over two or more phases of a transaction or operation. This will ensure that the revenue is safe and secure.

Fiscal Audit: It will be the responsibility of the Finance Committee of the Board of Trustees to ensure the fiscal audit is completed, reviewed by the Board of Trustees and submitted to the chartering authority in a timely manner. The audit will be performed by an independent auditor in accordance with the Generally Accepted Auditing Standards (GAAS). Upon completion of the audit, the Finance Committee will meet with the independent auditor to discuss the report and any findings. A corrective action plan will be discussed and implemented by the Finance Committee to correct any findings by the independent auditor. All Board members will receive a complete copy of the full audit and management letter following the delivery of the final audit by the auditing firm.

Accounting procedures including the fiscal controls of the school: FCCS is committed to developing and maintaining fiscal policies and procedures ensuring sound internal controls, fiscal responsibility and accountability in accordance with Generally Accepted Accounting Principles (GAAP), and adherence to the Financial Accounting Standards Board (FASB) rules and regulations. The following explains the Internal Control System that FCCS will implement.

Student Records: The School will have trained personnel on staff who are responsible for managing student information. The Director of Operations, with oversight from the Board of Trustees and support from the Administrative Assistant, will be responsible for tracking enrollment and attendance, maintaining school lunch program records, including student eligibility and other data to ensure accurate billing and reimbursements. The Director of Operations will serve as the School's Title I Coordinator, to ensure all data relevant to Title I services is collected and maintained to ensure accuracy in program reporting and reimbursement. The School will have a robust student information system that will be utilized by FCCS to store, analyze and produce needed reports on all relevant student data. The Director of Operations will be responsible for the protection of student records, under the supervision of the Board of Trustees. With regard to the special education program and IEP's, the Special Education Coordinator has the responsibility for maintaining and securing all records. He or she will be responsible for submitting all required reporting on Students with Disabilities (SWD) and services provided to the SWD in accordance with their IEPs to all appropriate agencies including necessary reporting for special education reimbursement. FCCS understands its obligations to comply with Family Educational Rights and Privacy Act (FERPA) and 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).

Tracking Enrollment and Attendance Eligibility Records—FCCS will use the NYCDOE's ATS software, along with the ATS attendance sheet for attendance to be taken by the end of first period. We will also utilize the ATS section sheet as a backup record of attendance. School personnel will call the parents of absent students on a daily basis. Director of Operations and administrative assistant will coordinate the development of and oversee procedures for orderly management of records. The Board will recommend policies and procedures to the school administration. Each teacher will record the students' presence or absence and report all absences and tardy students to the main office.

Eligibility for Free or Reduced Priced Lunch - A Family Application for Free and Reduced Price for School Meals (SD 1041 form) will be provided to parents upon enrollment. The completed form will be reviewed by the Director of Operations/designee for approval. FCCS will maintain each student's SD 1041 form on file for review. These forms enable students to receive free and reduced price meals, and form the basis for determining and distributing additional educational funding from the state and federal governments.

Data reporting requirements of IDEA and Enrollment of Students Receiving Special Education and/or ESOL Services—In compliance with 34 CFR §300.750, the school will submit an annual report to the NYS Education Department, detailing the number of students with disabilities, the nature of each student's disability and each student's educational placement and setting. The school will make available to the district all required data in a timely fashion and will comply with 8 NYCRR §119.3.

K. BUDGET AND CASH FLOW

FCCS start-up budget plan, first-year budget and the five-year budget plan use conservative estimates and assumptions based on the experiences of other operating charter schools, CSBM, and New York Charter School Center. (See attachment 9 and Section III.C., staffing model.) FCCS will use the accrual basis of accounting in all its financial statements, but the budget prepared in Attachment 9 has been prepared on a cash basis, thus major assets have not been capitalized and depreciation expenses are not charged in the budgets. Our revenue estimates are based on 100% our target enrollment.

Pre-opening:

Revenue: Although the applicant team will engage in fundraising activities during the pre-opening stage, our budget only

reflects funding of \$200,000 from the Charter School Program (CSP) grant. A conservative estimate of \$5000 in fund raising per year for the first 5 years is used. The Applicant team will aggressively seek in-kind contributions from the local community which may eventually reduce the cost of equipment/furniture.

Expenditures: Pre-opening expenditures consist of hiring the Principal, CAO, Director of Operations, and one administrative assistant for six months. The CAO starts in April 2015. All employees are paid as 1099 consultants without the added expense for fringe benefits. FCCS will incur costs during preopening as follows: Total personnel cost \$106,250, total cost for contracted services such as legal, auditing, and curriculum development \$35,500. Total cost for school operations is \$28,200 which includes a significant investment for teacher and student recruitment.

Cash Flow: We anticipate a positive cash balance for each month of the pre-opening period. However, if the CSP grant arrives late, we will defer compensation to the senior administrators and pursue external fundraising, and/ or securing a bridge (short term) loan.

Year 1 Budget

Revenue: 80% of revenue is from per pupil funding for general and special education students. The budget reflects the following conservative revenue assumptions:

- \$14,027.00 per pupil revenue from the District during the first year of operation and assumes no change in subsequent years.
- Our budget includes cushions for the unexpected by overestimating certain expenses and omitting other sources of funding that might be available. We expect 20 percent special education students (*higher than most public schools in CSD 29*), with a 30% reimbursement rate. This is because for revenue budgeting purposes, we assume that 10% of special education students will receive services for greater than 60% of the day, and only a small percentage (20%) of the special education students will receive services between 20% and 60% of the day. Thus, the School is only assuming it will receive special education reimbursement for 30% of its special needs students—a conservative assumption—with 70% of its students receiving services less than 20% of the day for which the school receives no special education reimbursement. We anticipate a second CSP installment of \$250,000. FCCS assumes it will receive flat funding for NYSTL, NYSSL and NYSLIBL.
- While FCCS will apply for all eligible Title I funding, for budgeting purposes, we are only assuming receipt of Title I and IIA.
- FCCS will receive the Federal IDEA funding it is entitled to for each Special Needs student beginning in Year two.
- While FCCS will apply for all competitive public grants available for start-up and implementation including CSP and State Stimulus Funds (SSF), we only assume CSP in the total amount of \$500,000 over the start-up and first three years of operations.
- To date, FCCS has had no commitments from any organizations, but will aggressively seek to achieve commitments once we receive IRC 501(c) (3) status.
- FCCS will engage in a robust fund raising drive once the charter is approved. This will allow the school to deal with budget shortfalls, lower than expected enrollment and other cash flow challenges.

Expenditures: The School has projected a realistic staffing structure over the five years, incorporating administrative and instructional staff contemplated in its operational and academic program for general education students, special education students, Title I students, ELL students and other students at risk (see Staffing Table in III.C. Management and Staffing). The bulk of expenditures relate to salary. In year 1, administrative staff will be the Principal, Chief Academic Officer, Director of Operations, one administrative assistant and one Dean of students and culture. The rent (*\$220,000 year 1*) paid on the facility contracted for by FCCS does not include security and custodial services/costs. Our budget assumes that the NYCDOE will provide nursing services. On the expense side, the budget reflects one special education teachers beginning year one, an additional two in year two, then six by year 3, 4, and 5). Conservative estimates are included for PD and staff training related to serving special needs students, curriculum and instructional materials needed by students with special needs. Payroll and fringe benefits are assumed to be 10% of total revenue. Instructional staff for the first year includes 4 general education teachers, 1 special education teachers, 3 specialty teachers, 1 ELL, 2 teaching assistants, .5 guidance counselor and 1 school aide, representing 61% of salaries. Contracted services include a flat fee for startup and maintenance and an estimated \$20,000 for auditing. Line item 103 shows a first year outlay of \$130, 000 for ongoing consulting needs which includes startup and ongoing costs provided by Boost Ed and New York Charter School Incubator. In the school operations section of the budget, FCCS has allocated \$80,500 for furniture and fixtures, \$60,000 for STEM, DataCation and other software specified throughout the application.

Cash Flow: Most start-up costs are incurred early in the school year, while salaries are distributed across the year with bonuses budgeted and paid at the end of the following year. (Based on other school's experiences, we anticipate DYCD funds in the

spring.) We project a positive cash balance at the start and end of year 1.

5-Year Budget

In each of the five operational years beyond the start-up period, the School’s budgets reflect very conservative assumptions. All revenue—including the largest revenue source State & Local per pupil aid— remains flat while most expenses increase at 3% (salary and pension) and other expenses (health insurance and E&O, Property, Employee Dishonesty and General Liability by as much as 8% and 5%, respectively). We have incorporated all possible costs contemplated by our educational, fiscal and operational program. The one-year budget plan required a breakdown of revenues and expenses between Program Services and Support Services and a further breakdown within those categories among Regular Education, Special Education, Other Management and General, and Fundraising. Once the school is established and accounting systems developed, there will be formal systems and procedures to track the allocation of expenditures into these categories and sub-categories. At that point, FCCS will have the background based on operational experience to prepare budgets that reflect these programmatic allocations.

In addition, the five-year budget contemplates the need for staffing, during the four (4) week summer academic intervention program for struggling students. Furthermore, specialty teachers including art, music, and physical education teachers are assumed within the five-year budget, as is administrative, office, business, and support staff. The School has used an estimate for E&O, Property and General Liability, Employee Dishonesty and other Insurance coverage, which forms the basis for our insurance assumptions. This estimate is based on other charter schools of similar size. The budget rent line item reflects the anticipated lease arrangement in the event that DOE incubation space is not possible.

Revenue: We expect to receive IDEA funds beginning year 2, matching the state enrollment targets. Title I funding increases with enrollment. CSP is anticipated in the planning year and years 1 and 2. Textbook funds continue at current rates. Per pupil allocation (14,027) remains the largest source of revenue.

Expenditures: FCCS budget assumes a low-end first year lease payments of \$220,000 based on an estimate received from the owner at a cost of \$20/square foot, assuming 80 square feet per student. (125*80 *20), plus another 1000 sq. ft. of space that will be used for administrative purposes during year one. Our research indicates that available space which meets our square footage needs within the CSD 29 boundary ranges from \$20 to \$30 per square foot. This estimate is consistent with facilities costs of comparable schools in CSD29 and the larger New York City area. Second year rental is \$398,400, third year is \$600,000 after which the lease must be renegotiated. Our budget (*line 133 assumes no change in rental costs after year three*). Salaries increase at 3% a year, although that percentage may vary depending on economic conditions. Teaching staff increases with enrollment. Payroll tax is averaged at 10% of total personnel service costs, fringe benefits averages 10% of total personnel service costs. Pension contribution begins after a 1 year vesting period. By year 5, personnel costs, including taxes and benefits, account for 72% of total expenditures. Contracted services 4.0% of total expenditures. \$25,000 is set aside in each of the first 3 years to establish an escrow account for dissolution.

In the event that our assumptions prove wrong, contingencies include deferring or eliminating bonuses, and/or securing a bridge loan until enrollment increases.

Charter School Program (CSP) Grant: Our budget assumes only the base amount of \$500,000 although we believe FCCS is eligible for the higher amount of \$750,000 because it meets design priorities for: (1) enrollment targets of ELLs, students with disabilities, and students eligible for free and reduced-price lunch; (2) raising the achievement of English Language Learners; and (3) raising the achievement of students with disabilities.

See attachment 9a: Budget and Cash Flow Template:

L. PRE-OPENING PLAN

Domain	Action	Start Date	End Date	Responsibility
Governance	Appoint Board Officers	Dec 2015	Jan 2016	Board
Governance	Ratify by-laws and code of ethics	Dec 2015	Mar 2016	Board
Operations	File for Federal 501(c)(3) for School and State Tax Exempt Status	Dec 2015	Jun 2016	Board, legal counsel The school is aware that the IRS may take several months to review the application for tax-

				exempt status and award 501(c)(3).
Recruitment	Recruit Principal	Dec 2015	Jan 2016	Special Committee, Board
Recruitment	Recruit Director of Operations	Dec 2015	Feb 2016	Principal
Finance	Approve fiscal policy and procedures	Jan 2016	May 2016	Board
Finance	Contact Accounting Firm to establish payroll and financial systems	Jan 2016	Feb 2016	Board
Facility	Conduct facility negotiations and execute lease	Jan 2016	May 2016	Board
Recruitment	Recruit students, develop & disseminate materials, Host open houses, door-to-door marketing	Jan 2016	Apr 2016	Principal, Director of Operations
Facility	Renovation: identify needs, secure contractor, establish timeline	Feb 2016	May 2016	Board, Principal
Operations/Academic	Contract with NYC Charter School collaborative for special education training and lottery consultation	Feb 2016	Feb 2016	Principal, Director of Operations
Staffing	Recruit school staff: finalize job descriptions, post positions, interview and check references	Feb 2016	Jun 2016	Principal, Director of Operations
Staffing	Hire school staff: salary negotiations and offer letters	Mar 2016	Jun 2016	Principal, Director of Operations
Academic	Contact and secure curriculum resources	Mar 2016	Jun 2016	Principal, Director of Operations
Academic	Contact and secure standardize assessments	Mar 2016	Jun 2016	Principal, Director of Operations, CAO
Technology	FRP for technology infrastructure	Mar 2016	Jun 2016	Principal, Director of Operations
Recruitment	Hold lottery: secure system with preferences	Apr 2016	Apr 2016	Principal, Director of Operations
Operations/Academic	Post-lottery review to admit eligible 504 students and IEPs to meet CSD29 enrollment targets; inform parents	Apr 2016	Apr 2016	Principal, Director of Operations
Operations	Obtain student records: contact previous schools; obtain permission from parents	Apr 2016	Jun 2016	CAO, Director of Operations
Finance	Approve budget for FY15-16	Apr 2016	Apr 2016	Board
Operations	Secure food services:	Apr 2016	May 2016	Director of Operations

	NYC DOE			
HR	Finalize staff handbook & personnel policies	Apr 2016	Jun 2016	Board, Principal, Director of Operations
Academic	Contract with related services providers	May 2016	May 2016	Director of Operations
Operations	Secure transportation: contact DOEOPT, inform parents of options, coordinate bus routes/stops	May 2016	Jul 2016	Director of Operations
Operations	Develop and distribute student handbook	May 2016	Jun 2016	Principal, Director of Operations
Technology	Install technology infrastructure for STEM etc.	May 2016	Jul 2016	Director of Operations
HR	Complete fingerprinting and background checks	May 2016	May 2016	Director of Operations
Academic	Prepare school calendar/distribute to families	May 2016	May 2016	Principal, Director of Operations
PD	Prepare Summer Teacher Workshop materials	May 2016	Jul 2016	Principal, Director of Operations
Facility	Obtain certificate of occupancy	Jun 2016	Jun 2016	Director of Operations
Recruitment	Open houses admitted students	Jun 2016	Jun 2016	Principal, Director of Operations, Chief Academic Advisor
Operations	Secure insurance policies	Jun 2016	Jul 2016	Director of Operations
Technology	Contract for Student Data Dataation/STEM	Jun 2016	Dec 2016	Principal, Director of Operations
Operations	Secure IEPs and student records	Jul 2016	Aug 2016	Director of Operations, Chief Academic Officer
Academic	Conduct home visits	Jul 2016	Jul 2016	Director of Operations, Teachers
Finance	Complete initial Statement of Financial Controls	Jul 2016	Jul 2016	Director of Operations, Board
PD	Conduct summer teacher workshops for STEM	Aug 2016	Aug 2016	Principal, Director of Operations, Chief Academic Officer
PD	Develop staff growth plan	Aug 2016	Aug 2016	Principal, Teachers
Operations/Academic	Review preexisting IEP's to determine services	Aug 2016	Aug 2016	Principal, Director of Operations, Chief Academic Officer
PD	Special Education and SIOP training	Aug 2016	Aug 2016	Chief Academic Officer, Director of Operations
Academic	Terra Nova Assessments	Aug 2016	Sep 2016	Director of Operations, Chief Academic Officer
PD	Create lesson plans for the first week of school	Aug 2016	Aug 2016	Principal, Teachers, Chief Academic Officer

M. DISSOLUTION PLAN

In the event of closure or dissolution of FCCS, the Board of Trustees, upon the termination of the charter, will proceed with dissolution pursuant to the procedures of the charter and direction of the charter entity and the board of regents. FCCS will follow any additional procedure required by NYSED to ensure an orderly closure and dissolution process, including compliance with education law 219 and 220 and any closing. These procedures are as follows:

Parent notification: First, parents will be notified by mail and by phone. The President of the Board of Trustees will host an Open meeting, whose principal purpose is to inform parents of the revocation of the school charter and its plan for transitioning students from FCCS to local public and charter schools. Parents will be given a list of local public schools and charter schools in the district that can accommodate the educational needs of their children. FCCS will have representatives of these schools at the open meeting, to facilitate enrollment of its students into their new schools. All student records will be transferred to appropriate school districts and/or schools. Parents will be notified that a copy of such records will be available to each student's parent or legal guardian upon request. The CAO will oversee this process under the supervision of the Board President and the Executive Committee. The Board President and/or his/her designee will contact the appropriate representatives of local public or charter school(s) as mandated by Education Law 2851(2)(t). This will take place no more than 10 days after the revocation of the FCCS charter. Copies of each student record will also be provided to each parent or legal guardian.

Transfer of the School's Assets: In case of dissolution of FCCS, the board of trustees will retain an accounting firm to conduct a complete audit of all school assets, after which all outstanding debts will be paid. Within 15-25 days following completion of a comprehensive audit, FCCS will transfer its physical assets to appropriate NYS educational institution. The Principal and Director of Operations, under the supervision of the Board Chair and/or his designee will manage the process.

Escrow Account: in compliance with education law 2851(2) (t), FCCS will establish an escrow account of no less than \$75,000 by the first three years of operation to cover the legal and audit expenses associated with the dissolution of its operations. This commitment will be reflected in the budget in \$25,000 increments in the FCCS's first three years of operation.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name FLAGSHIP COMMUNITY CHARTER SCHOOL
Proposed School Location (District) 29
Name of Existing Education Corporation (for replication) _____

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.”¹²

The applicant group also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act, 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

¹² N.Y. Education Law § 2854(2)(a)

required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;¹³

- 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 under this subpart;¹⁴ and
- 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.¹⁵

Existing Education Corporation (if seeking to replicate): I hereby certify that for the above named model school (upon which the new school will be replicated) meets each of the following eligibility requirements.

- Has been in operation for a minimum of five years and is currently open;
- Has received a full 5 year renewal from its charter entity;
- Has provided a program of instruction for the same grade levels intended to be served in the replicated school;
- Has exceeded district averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded State averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded the 4- and 5-year State average graduation rate in the aggregate (if applicable);
- Has met or exceeded the State cohort graduation rate of 80% (if applicable);
- Has achieved a State Accountability Designation of at least a school in "Good Standing" for each year of its charter term; and
- Has been in compliance with local, state, and federal laws and its charter contract.

I, DENNIE WILSON, hereby certify that the information submitted in this Full Application to establish FLAGSHIP COMMUNITY CHARTER SCHOOL 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: OCTOBER 2nd 2015

¹³ ESEA § 5203(b)(3)(J)

¹⁴ ESEA § 5203(b)(3)(K)

¹⁵ ESEA § 5203(b)(3)(N)

Attachment 1: - Admissions Policies and Procedures: Per Education law 2851 (2) (d)
Flagship Community Charter School

Flagship Community Charter School (FCCS) admission policies and procedures are consistent with the requirements of subdivision two of section twenty-eight hundred fifty-four of Educational Law. Specifically, FCCS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations and shall not charge tuition or fees; however, it may require the payment of fees on the same basis and to the same extent as other public schools.

FCCS shall not discriminate against any student, employee or any other person based on ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by a school. Admission of students shall not be limited based on intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. Any child who is qualified under the laws of this state for admission to a public school is qualified for admission to FCCS. Applications for admission to FCCS shall be submitted on a uniform application form created by the Department of Education and shall be made available by FCCS in languages predominantly spoken in Community District 29. Our school will demonstrate good faith efforts to attract and retain comparable or greater enrollment of students with disabilities, English Language Learners, and students who are eligible for the free and reduced price lunch program.

The School 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 FCCS during the School's initial year, a child/student must be eligible to enter Sixth grade in September 2016. One hundred and twenty five (125) sixth grade students will be accepted. Every year thereafter, FCCS will have 125 new sixth grade seats available in the school. FCCS's admissions will be open to both entering sixth grade students as well as students in grades 7 & 8 after the first and second year respectively. Admission to FCCS will be limited each year to pupils within the grade levels to be

served by the School. In its admission policies and procedures, FCCS 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 FCCS Board or founding group
- Requiring parents to sign agreements or contracts imposing certain responsibilities or commitments to FCCS, 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 FCCS's mission or philosophy; or
- Giving preference to students interested or talented in a particular FCCS 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 the School. 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*). FCCS shall enroll each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the grade level or building.

If as of the application deadline, the number of applicants to the charter school exceeds capacity of the grade level or building, a random selection process (lottery) will be used to admit students. This lottery, if necessary, will be held annually on or about April 15. An individual or organization unaffiliated with FCCS will draw names from the lottery drum. 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. FCCS 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 the school 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:

In the School's First Year

- First preference given to students who reside in Community School District 29 who are free lunch eligible, are English Language Learners, or have existing IEP's so that we meet NYS enrollment and retention targets
- New applicant whose sibling is selected in the lottery
- If space remains, students outside Community School District 29
- Once available spaces are filled by students whose names are drawn, the remaining applicants are placed on a waiting list in order in which their names are drawn.

In Subsequent Years

- (1) First preference will be given to returning students, who will automatically be assigned a space at the School and whose families will be formally contacted prior to the beginning of the school year to confirm automatic admission of their child.
- (2) Second preference will be given to siblings of students already enrolled in the charter school or siblings of a student whose name is drawn in the lottery whose names are also in the current year's lottery.
- (3) Third preference will be given to residents of CSD 29.

Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, FCCS 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 FCCS before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents are unsuccessful, then the School may remove that student from the waitlist. The School 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. The School 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.

Procedures for Student Registration and Parental Intent to Enroll

Once the lottery has been conducted, FCCS will notify parents and guardians of applicants by mail whether their child has been granted a seat at the School or if they are on the waiting list. The 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 FCCS. The School will also contact the parents of students currently enrolled and require them to confirm their intent for the student to remain in the school 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 the School determines that they do not intend to enroll and makes that seat available to a new student for the next academic year.

A student may withdraw from FCCS at any time and enroll in a public school. FCCS may refuse admission to any student who has been expelled or suspended from a public school until the period of suspension or expulsion from the public school has expired, consistent with the requirements of due process. Transfer students will be accepted based on availability of classroom seats. If FCCS has students on its waiting list, then students interested in transferring to the school will be placed on the waiting list. If FCCS is able to meet these students request for admission, the Parent Coordinator and guidance counselor will contact and guide them through the admission process.

Attachment 2: Samples of Evidence of Community Outreach

Evidence of Community Outreach

Community Organizations		
Organization/ Official	Type of contact	Purpose
Leroy Comrie	Senator D14 Email	Contacted office approximately 5 times – met with Chief of Staff and Lynette – Educational Coordinator for Senator Comie (presented our FCCS). Met with Sen. Comrie after public meeting at Cambria Heights Library – submitted letter. Invited to attend public meeting
Daneek Miller	Councilman CD 27 Email	Spoke to Chief of Staff, submitted letter. Invited to attend public meeting.
Barbara Clarke (local office)	Assemblywoman AD11 Email	Left a letter of introduction about school. Got response twice. Sent out invitation to attend public meeting.
New York City education Leaders		
Leader	Type of Contact	Purpose
Leon Murray	CSD 29 Superintendent. Email	Spoke to superintendent’s secretary, sent letters, called office.
Ms. Lorraine Cadogan	Assistant Principal, NYC Dept. of Education. Email	Outreach, advised on curriculum instruction and professional development.
Mrs. Ida Hastick	Professor Social Sciences Medgar Evers College Email	Potential partnership student involvement.
National Education Experts		
Mr. Frank Jenkins	Retired middle school principal Email	Curriculum expert
Mrs. Inez Cohen	Retired middle school principal Email	Curriculum expert
Local Education Officials		
Official	Type of contact	Purpose
Mr. Anthony Watson	Executive Director MEOC Email	Exploring potential partnership and professional development input.
Edison Stewart	Deputy Clerk, New York City Email	Volunteering with the distribution of flyers and telephone calls.
Community Leaders		
Leader/Official	Type of contact	Purpose
Mr. Michael Browne	PTA President District 29 Email	Restaurant owner, community activist, educator

Mr. Donald Bell	Parent – Manager Business Email	Willing to apply to FCCS through the lottery system.
Ms. Christine Parker	Founder Cisco Creek Email	Educator, community activist, New York City official
Mr. Roman Woodson	Director Youth Build USA Email	Educator
Ms. Camille Flye	Personal Assistant to C.E.O Email.	Head of the Roman Catholic mothers union in New York Archdiocese
Ms. Felicia Garvin	Director Email	Youth build NYC Outreach
Rev. Alwyn Craig	Pastor of Baptist Church Pastor/CEO Email	Community activist, educator
Dr. London Roy	Universal Health Care (CPR) Training. Email	Willing to visit FCCS and offer assistance where necessary
Dr. Roy Hastick	CACCI President Chamber of Commerce and Industry. Email	
Eva Duzant, Pastor	Baptist Church - Email	Vice President Cambria Heights Business Association
Everal Stewart	Vice President Email	Community Involvement
Laura Acosta	Executive Director, Juan Pablo Duafte Foundation Email	Official with City agency, activist, organizer
Dr. Zahid Syed	OBGYN	Community doctor, potential board member
Prof. Joseph Chervuivelil	Professor at St. Johns University Email	Advisor
Bernard Moore	Educator/Community Activist Email	Community organizer
Ms. Banks	Chief Librarian – Queens Public Library Email	Moral support and encouragement

FLAGSHIP COMMUNITY CHARTER SCHOOL (FCCS)

Opening Fall 2016

Free Public Charter
School Located in a Public or Private
Building District in 29

Open to all incoming 6th Grade Students

Find Out More: (347)860-4090
email: DMJW17@yahoo.com

INSIGNIA COMMUNITY CARTA DE LA ESCUELA (FCCS)

APERTURA DE
OTONO 2016

Charter School libre publico situado
en un edificio publico o privado en el
Distrito 29

Obtenga mas informacion
Correo electronico: DMJW17@yahoo.com

(Spanish Version)

Bato Community Charter School (FCCS) Ouveti Oton2016

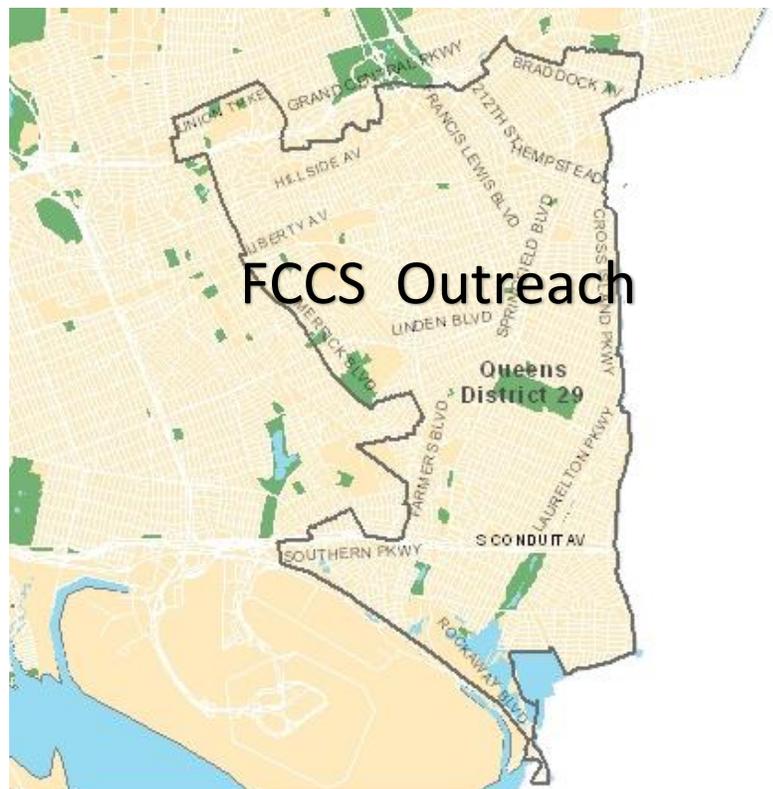
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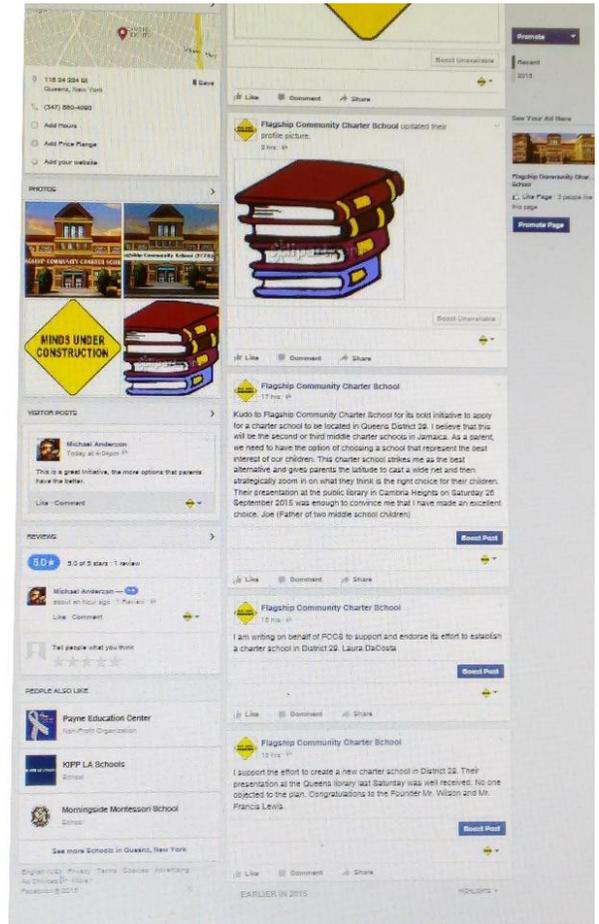
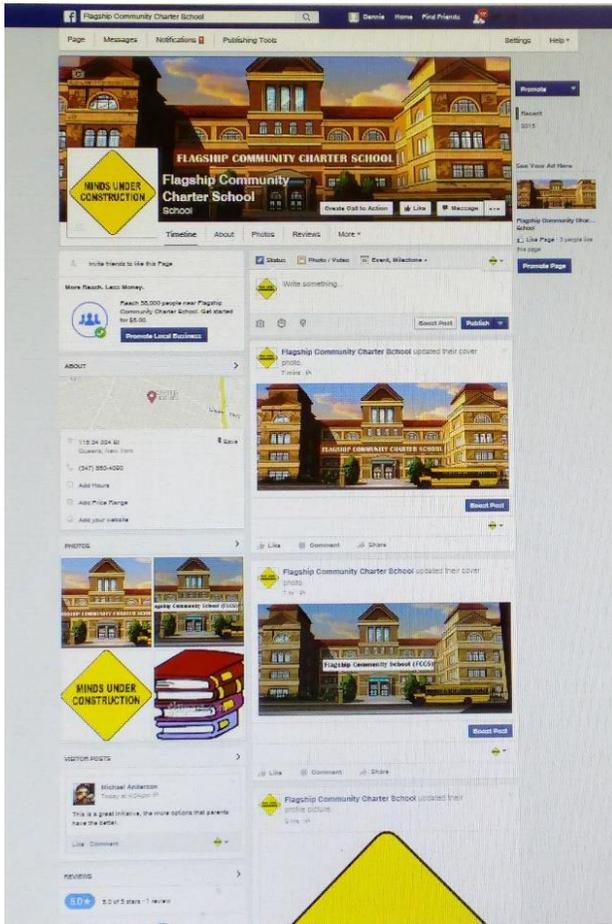
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(Haitian Creole)



Facebook account showing proposed Flagship Community School



Potential middle school students attending Day Camp in district 79.





Left to right: Dennie Wilson, Francis Lewis and Libert Ephraim at Queens Public Library meeting on September 26, 2015.

YOUTH & EDUCATION COMMITTEE

Tuesday, June 9, 2015 7pm meeting with Community Board 13 at the committee offices.

Chairpersons: Rhonda Kontner and Terence Banks

Revised AGENDA

1. Call to Order
2. Reports/Updates
3. Speaker- Mr. Dennie Wilson of the proposed Flagship Charter School.
4. Speaker- Mr. Rashid/Robert Flake will speak about the Merrick Academy.
5. Discussion of presenter and presentation for this month's general meeting.
6. Discussion and vote on the LSF proposed for Queen's Village location.
7. Reports on meetings or events that have taken place in the last month.
8. New Business
 - Youth Summit planning for summit to be held in March, 2016
 - Planning of speakers and presentations for the coming year.
9. Adjourn



Attachment 3a: Sample of Daily and Weekly Schedule (Middle School)
Flagship Community Charter School (FCCS)

Attachment 3a: Sample Weekly Student Schedule - 6th Grade

The weekly schedule provided by FCCS will be the same from Monday to Friday. Sixth grade consists of 125 students, identified as groups A, B, C, D and E. The letters represent 5 Advisory groups of 25 students each. The focus of our advisory is Character Education.

Period	Time	Group A	Group B	Group C	Group D	Group E
	7:30-7:55	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
	8:00-8:20	Advisory Character Education	Advisory Character Education	Advisory Character Education	Advisory Character Education	Advisory Character Education
1	8.24-9:24	Math	ELA	Science	Social Studies	Visual/Performing Arts/Civics
2	9:28-10:28	Visual/Performing Arts/Civics	Math	ELA	Science	Social Studies
3	10:32- 11:32	Social studies	Physical Education/PBL	Math	Physical Education/ PBL	Science
4	11:32- 12:14	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	12:18:-1:18	Physical Education/PBL	Visual/Performing Arts/Civics	Physical Education/PBL	ELA	Physical Education/PBL
6	1:22-2:22	Science	Social Studies	Visual/Performing Arts/Civics	Math	ELA
7	2:26-3:26	ELA	Science	Social studies	Visual/Performing Arts/Civics	Math
8	3:30-4:15	Tutorial Math /Literacy	Tutorial Math/Literacy	Tutorial Math/Literacy	Tutorial Math/Literacy	Tutorial Math/literacy
9	4:15-5:15	Enrichment STEM club, Video Production, Athletics, Homework club etc.	Enrichment STEM club, Video Production, Athletics, Homework club etc.	Enrichment STEM club, Video Production, Athletics, Homework club etc.	Enrichment STEM club, Video Production, Athletics, Homework club etc.	Enrichment STEM club, Video Production, Athletics, Homework club etc.

Note:

- Students are scheduled for 60 minutes of instruction in each discipline
- Stem Literacy is weaved into the PBL sessions
- All students receive 45 minutes of Math and Literacy tutoring(Monday-Thursday) in addition to their regular ELA and Math classes
- Special Education students and ELLs are scheduled for Collaborative Team Teaching sections of their core content courses
- All students are scheduled for Advisory classes
- Accelerated students have the opportunity for additional support via Tutorials and enrichment
- Class sizes is 25 students

Sample 6th Grade Teacher Schedule

Time	Professional Responsibility
7:30am	Arrival
8:00- 8:20	Advisory
8:24- 9:24	ELA
9:28-10:28	ELA
10:32 –11:32	Common Planning/Prep
11:32 - 12:14	Lunch
12:18 - 1:18	ELA
1:22 - 2:22	ELA
2:26--3:26	ELA
3:30-4:15	Literacy Tutorial alternate days
4:15-5:15	Individual Prep

Sample Weekly Student Schedule - 7th & 8th Grade

The weekly schedule provided by FCCS will be the same from Monday to Friday. Each different advisory is identified as a letter group (A, B, C, D and E). The letters represent 5 Advisories of 25 students each. The focus of our advisory is Character Education. Physical Education and STEM PBL will be taught on alternate days. Spanish and Performing Arts are also taught on alternate days

Period	Time	Group A	Group B	Group C	Group D	Group E
0	7:30-7:55	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
0	8:00-8:20	Advisory Character Education				
1	8:24-9:24	Math	ELA	Science	Social Studies	Spanish/Performing Arts
2	9:28-10:28	Spanish/Performing Arts	Math	ELA	Science	Social Studies
3	10:32-11:32	Social Studies	Physical Education/STEM PBL	Math	Physical Education/STEM PBL	Science
4	11:32-12:14	Lunch	Lunch	Lunch	Lunch	Lunch
5	12:18-1:18	Physical Education/STEM PBL	Spanish/Performing Arts	Physical Education/STEM PBL	ELA	Physical Education/STEM PBL
6	1:22-2:22	Science	Social Studies	Spanish/Performing Arts	Math	ELA
7	2:26-3:26	ELA	Science	Social Studies	Spanish/Performing Arts	Math
8	3:30-4:15	Literacy/Math Tutorial				
9	4:15-5:15	Enrichment STEM club, Video Production etc				

Breakfast = 25 min, Advisory= 20 min, periods 1, 2, 3 & 5 = 60 min each, Lunch= 42min.

The color coded students schedule above allows one to determine the class taught by each teacher. For example, science is coded blue, ELA yellow, Math green etc. Each teacher will have an average of 5 hours of instruction per day in their content area, 20 minute advisory. FCCS Tutoring Team headed by Math and ELA teachers, along with tutors, will provide math and ELA tutorials. FCCS will negotiate with various Community Based Organizations to provide enrichment opportunities for all students. From 3:30 to 5:00pm on Fridays, all subject teachers will be engaged in Professional Learning Community (PLC), as students get an early dismissal at 3:26pm. PLC allows teachers to engage with

colleagues in the ongoing exploration of three crucial questions that drive the work of those within a professional learning community: What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning?. On Monday through Thursday, they will provide additional support for students during the math and literacy tutorials. FCCS budget shows a positive cash flow during each year that is sufficient to take care of per session pay for teachers. A yearly bonus is also included in the budget and will be paid to teachers at the end of each school year.

Sample 7th - 8th Grade Teacher Schedule

Time	Professional Responsibility
7:30am	Arrival
8:00 - 8:20	Advisory
8:24-9:24	Math
9:28-10:28	Math
10:32-11:32	Math
11:32-12:14	Lunch
12:18-1:18	Common Planning/Prep
1:22-2:22	Math
2:26-3:26	Math
3:30-4:15	Math Tutorial
4:15-5:15	Individual Prep

Weekly Instructional Hours for Core Subject Areas

Weekly Hours (core subjects)	Sixth grade	Seventh grade	Eight grade
Literacy (ELA)	5 hours	5 hours	5 hours
Math	5 hours	5 hours	5 hours
Social Studies	5 hours	5 hours	5 hours
Science	5 hours	5 hours	5 hours

Chart Showing Common Planning time for all teachers. PE teacher will participate in Professional Learning Community on Friday along with all other teachers. Period 4, not shown on this chart is lunch (11:32-12:14)

Dept	Period 1	Period 2	Period 3	Period 5	Period 6	Period 7
Math	Teach	Teach	Teach	Common Planning	Teach	Teach
ELA	Teach	Teach	Common Planning	Teach	Teach	Teach
Science	Teach	Teach	Teach	Common Planning	Teach	Teach
Social Studies	Teach	Teach	Teach	Common Planning	Teach	Teach
Spanish/Performing Arts	Teach	Teach	Common Planning	Teach	Teach	Teach
Physical Education/PBL	Hallway Assignment	Prep	Teach	Teach	Teach	Hallway Assignment

COMMON CORE SAMPLES

Social Studies Themes	Social Studies Standards	CCSS Reading Standards	CCSS Writing Standards
<p>Geography- how does geography impact culture and hum.an existence</p>	<p>Read and analyze: primary (maps, artifacts, journals, letters, historical documents) and secondary resources (magazine articles, new clips, radio, reviews, opinion editorials, autobiography, biography, paintings)</p>	<p>Evaluate the central idea of the text Assess meaning of vocabulary based on inference and context clues Use non-fiction text characteristics to build Understanding Use multiple resources to support analysis</p>	<p>Write informative and explanatory texts citing evidence</p>
<p>Economy- How is Economy impacted by Environment and natural resources?</p>	<p>Read and analyze: primary (maps, artifacts, journals ,letters, historical documents) and secondary resources (magazine articles, new clips, radio, reviews, opinion editorials, autobiography, biography, paintings)</p>	<p>Assess meaning of vocabulary based on inference and context clues. Use non-fiction text characteristics to build understanding. Use multiple resources to support analysis</p>	<p>Make claims about a topic or issue finding arguments based on text and supporting those arguments</p>
<p>Government- How do governmental structures impact society and quality of life?</p>	<p>Non-fiction/Fiction comparison Non-fiction examples Read and analyze: primary(maps, artifacts, journals, letters, historical documents) secondary resources (magazine articles, new clips, radio, reviews, opinion editorials, autobiography, biography, paintings) Fiction Stories, legends, myths, historical fiction, fantasy, realistic fiction, drama, poems</p>	<p>Text evidence to support ideas Determine theme Character development and elements of story The impact of structure on meaning style How do authors infuse point of view into the text? Compare multiple types of materials</p>	<p>Write informative and explanatory texts citing evidence Make claims about a topic or issue finding arguments based on text and supporting those arguments Compare multiple types of materials and create a comparative writing piece</p>
<p>Culture- How is culture impacted by geography, economy, government and values?</p>	<p>Non-fiction/Fiction comparison Non-fiction examples Read and analyze: primary(maps, artifacts, journals, letters, historical documents) secondary resources (magazine articles, new clips, radio, reviews, opinion editorials, autobiography, biography, paintings) Fiction Stories, legends, myths, historical fiction, fantasy, realistic fiction, drama, poems</p>	<p>Text evidence to support ideas. Determine theme Character development and elements of story The impact of structure on meaning Style: How do authors infuse point of view into the text? Compare multiple types of materials</p>	<p>Write informative and explanatory texts citing evidence Making claims about a topic or issue finding arguments based on text and supporting those arguments</p>

Science (By Grade)	Science Standards	CCSS Reading Standards	CCSS Writing Standards
6th grade- Life Sciences	What are the relationships between organisms (producers, consumers, and decomposers), biomes, weather patterns, and the sun? <input type="checkbox"/> How are ecosystems impacted or altered? <input type="checkbox"/> How do organisms adapt to their environment? <input type="checkbox"/> What is mitosis? <input type="checkbox"/> What is cell theory? <input type="checkbox"/> What are the structures of cells, tissues, organs, organ systems and how they interact with each other?	<input type="checkbox"/> Read informational texts <input type="checkbox"/> Read science articles <input type="checkbox"/> follow and understand multistep experiments and process oriented activities <input type="checkbox"/> Understand key science symbols as used in science <input type="checkbox"/> Examine the structure of text and how it impacts the authors purpose <input type="checkbox"/> What is the authors purpose in describing scientific procedures or experiments in text <input type="checkbox"/> Determine the difference between fact, reasonable conclusions based on research outcomes, and speculations <input type="checkbox"/> Compare knowledge gathered from multiple resources	<input type="checkbox"/> Write informative and explanatory texts citing evidence <input type="checkbox"/> Making claims about a topic or issue finding arguments based on text and supporting those arguments <input type="checkbox"/> Compare multiple types of materials and create a comparative writing piece <input type="checkbox"/> Create process pieces/ how too <input type="checkbox"/> How do we represent our understanding visually (graphs, diagrams, maps, models, etc)
7th grade- Life Sciences	What are changes of properties of matter? What are atoms? What are the structures of matter?	Read informational texts Read science articles Follow and understand multistep experiments and process oriented activities	Write informative and explanatory texts citing evidence Making claims about a topic or issue finding arguments based on text and supporting those arguments
	What are the differences between physical changes and chemical changes? What is the conservation of matter? How is energy transferred? How is energy converted into heat?	Understand key science symbols and used in science Examine the structure of text and how it impacts the authors purpose What is the authors purpose in describing scientific procedures or experiments in text Determine the difference between fact, reasonable conclusions based on research outcomes, and speculations Compare knowledge gathered from multiple resource	Compare multiple types of materials and create a comparative writing piece Create process pieces/ how too How do we represent our understanding visually (graphs, diagrams, maps, models, etc)
8th grade-Earth Space and Science concepts	What are the characteristics of Earth's atmosphere, hydrosphere, and lithosphere? How do Earth's atmosphere, hydrosphere, and lithosphere interact? What is erosion and weathering? How is erosion and weathering interrelated? What is the water cycle?	Read informational texts Read science articles Follow and understand multistep experiments and process oriented activities Understand key science symbols and used in science Examine the structure of text and how it impacts the authors purpose What is the authors purpose in describing scientific procedures	Write informative and explanatory texts citing evidence Making claims about a topic or issue finding arguments based on text and supporting those arguments Compare multiple types of materials and create a comparative writing piece Create process pieces/ how too How do we represent our understanding visually (graphs, diagrams, maps, models, etc)

	<p>What is the rock cycle?</p> <p>What evidence is there of plate tectonics?</p> <p>How does the solar system function?</p> <p>How do the systems of our solar system impact planet earth?</p> <p>How does the Sun create Earth's energy?</p>	<p>or experiments in text</p> <p>Determine the difference between fact, reasonable conclusions based on research outcomes, and speculations</p> <p>Compare knowledge gathered from multiple resources</p>	
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The following table explains the Common Core State Standards and New York State Standards for Mathematics.

	6th Grade	7th Grade	8th Grade
Ratios and Proportional Relationships	<ul style="list-style-type: none"> Understand ratio concepts and use ratio reasoning to solve problems 	<ul style="list-style-type: none"> Analyze proportional relationships and use them to solve real-world and mathematical problems 	
The Number System	<ul style="list-style-type: none"> Apply and extend previous understandings of multiplication and division to divide fractions by fractions Compute fluently with multi-digit numbers and find common factors and multiples Apply and extend previous understandings of numbers to the system of rational numbers 	<ul style="list-style-type: none"> Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers 	<ul style="list-style-type: none"> Know that there are numbers that are not rational, and approximate them by rational numbers
Algebra	<ul style="list-style-type: none"> Apply and extend previous understandings of arithmetic to algebraic expressions Reason about and solve one-variable equations and inequalities Represent and analyze quantitative relationships between dependent and independent variables 	<ul style="list-style-type: none"> Use properties of operations to generate equivalent expressions Solve real-life and mathematical problems using numerical and algebraic expressions and equations 	<ul style="list-style-type: none"> Work with radicals and integer exponents Understand the connection between Proportional relationships, lines, and linear equations Analyze and solve linear equations and pairs of simultaneous linear equations
Geometry	<ul style="list-style-type: none"> Solve real-world and mathematical problems involving area, surface area, and volume 	<ul style="list-style-type: none"> Draw, construct, and describe geometrical figures and describe the relationships between them Solve real-life and mathematical problems involving angle measure, area, surface area, and volume 	<ul style="list-style-type: none"> Draw, construct, and describe geometrical Understand congruence and similarity using physical models, transparencies, or geometry software Understand and apply the Pythagorean Theorem Solve real-life and mathematical problems involving angle measure, area, surface area, and volume
Statistics and Probability	<ul style="list-style-type: none"> Develop understanding of statistical variability Summarize and describe 	<ul style="list-style-type: none"> Use random sampling to draw inferences about a population Draw informal comparative 	<ul style="list-style-type: none"> Investigate patterns of association in bivariate data

	distributions	inferences about a population • Draw informal comparative inferences about two populations • Investigate chance processes and develop, use, and evaluate probability models	
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**Attachment 3b: Proposed First Year Calendar
Flagship Community Charter School (FCCS)**

Flagship Community Charter School opens on August 8th, 2016 for initial teacher training (Teacher Academy) which ends on August 19th. All teachers and administrators will receive two weeks of intensive professional development training. Entering students begin FCCS Summer Institute (*Introduction to Middle School*) August 22-31. This is a mandatory program that runs five hours a day for 5 days (*Monday through Friday*). Sessions begin at 8:30 am and end at 1:30 pm. All entering students must participate. Pre-assessments using Terra Nova Common Core is also administered during the week of August 29. All components of math and reading are assessed. Fall Semester begins on September 6th, 2016. The First Year Calendar includes the dates of school holidays and other important school events. The New York City Department of Education’s calendar will be followed as much as possible by FCCS, except for the month of August, or other dates scheduled for professional development. Dates for New York State English as a Second Language Achievement Test (NYSESLAT) to be announced. The Yearly Calendar indicates dates for early dismissal (3:26pm) so that teachers can meet for additional PD.

Month	Number of Instructional days	Teacher Common Planning Time	Number of PD Hours
August 2016	0	0	40
September	18	18	6
October	17	17	6
November	19	19	3
December	17	17	6
January 2017	21	21	6
February	14	14	3
March	23	23	7.5
April	14	14	3
May	22	22	6
June	22	22	4.5
Total	187	187	91

187 Instructional Days

TENTATIVE CALENDAR (2016-2017)

Monday August 8th – 10th ---- Teacher Professional development
Monday August 22nd ---- Wednesday August 31st Summer Institute (Introduction to Middle School)
Monday September 5th----Labor day---No School
Tuesday September 6th----First official day of school
Tuesday, September 13th- Eid al-Adha
Monday, October 3rd & Tuesday, October 4th -Rosh Hashanah
Monday, October 10th – Columbus Day
Wednesday, October 12th- Yom Kippur
Friday, November 4th-End of 1st Marking Period
Friday, November 11th -Veterans Day
Thursday, November 24th - Friday, November 25th -Thanksgiving Recess
Monday, December 26th-Tuesday, January 2nd -Winter Recess (inclusive of Christmas Eve and New Year's Day)
Monday, January 16th -Martin Luther King Jr. Day
Friday, January 27th –End of 2nd Marking Period
Monday, February 20th -Presidents Day
Tuesday, February 21st-Friday February 24th -Mid-Winter Recess
Monday, April 14th -Tuesday April 21st -Spring Recess (inclusive of Easter and Passover)
Monday, April 7th- End of 3rd Marking Period
Monday-May 29th -Memorial Day
Friday- June 16th –End of 4th Marking Period
Friday June 30th –Last day of school

Following is FCCS tentative calendar for school year 2016-2017. If the school is closed for inclement weather conditions, information can be obtained by listening to WINS (1010 AM), WBLS (107.5 FM), WCBS (880 AM) as well as local television stations. Information on school closure will also be available on the school's website. If there is a delayed opening, then all trips scheduled to leave within that time of the delay are cancelled.

**FLAGSHIP COMMUNITY CHARTER SCHOOL
2016-2017 SCHOOL CALENDAR**

August- 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8 Teacher PD	9 Teacher PD	10 Teacher PD	11 Teacher PD	12 Teacher PD	13
14	15 Teacher PD	16 Teacher PD	17 Teacher PD	18 Teacher PD	19 Teacher PD	20
21	22 Summer Institute All Students and Teachers	23 Summer Institute All Students and Teachers	24 Summer Institute All Students and Teachers	25 Summer Institute All Students and Teachers	26 Summer Institute All Students and Teachers	27
28	29 Summer Institute All Students and Teachers	30 Summer Institute All Students and Teachers	31 Summer Institute All Students and Teachers			

Number of Instructional Days = 0. Number of PD hours 40

September-2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5 Labor Day	6 First Day of School	7	8	9 PD	10
11	12	13 Eid al-Adah	14	15	16 PD	17
18	19	20	21	22	23 PD	24
25	26	27	28	29	30 PD	

Number of Instructional Days = 18. Number of PD hours = 6, Teacher Planning = 18 Hours

NYSITELL Exam Date TBA

Instructional days. 3:26pm dismissal each Friday for Teacher PD	
School closed	
Summer Academy (for teachers)	
Summer Institute (Students and teachers)	

October 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Rosh Hashanah	4 Rosh Hashanah	5	6	7 PD	8
9	10 Columbus Day No School	11	12 Yom Kippur	13	14 PD	15
16	17	18	19	20	21 PD	22
23	24	25	26	27	28 PD School Visit	29
30	31					

Number of Instructional Days = 17. # of PD hours = 6. Teacher Planning 17

November 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4 PD End of first MP	5
6	7	8 Election Day	9	10	11 Veterans Day	12
13	14	15	16	17	18 PD	19
20	21	22	23	24 Thanksgiving school closed	25 Thanksgiving school closed	26
27	28	29	30			

Number of Instructional Days = 19, # of PD hours = 3, Teacher Planning 19

Instructional days. 3:26 Dismissal on Friday for teacher PD	
School closed	
Summer Academy (for teachers)	
Summer Institute (Students and teachers)	

December 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 PD	3
4	5	6	7	8	9 PD	10
11	12	13	14	15	16 PD	17
18	19	20	21	22	23 PD	24
25 Christmas	26 No School Winter Recess	27 No School Winter Recess	28 No School Winter Recess	29 No School Winter Recess	30 No School Winter Recess	31

Number of Instructional Days = 17, # of PD hours = 6, Teacher Planning = 17

January 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 New Year	2	3	4	5	6 PD	7
8	9	10	11	12	13 PD	14
15	16 Martin Luther King Jr. Holiday	17	18	19	20 PD	21
22	23	24	25	26	27 PD End of 2 nd MP	28
29	30	31				

Number of Instructional Days = 21, # of PD hours = 6, Teacher Planning 21 hours

February 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 PD	4
5	6	7	8	9	10 PD	11
12	13	14	15	16	17 Mid-Winter Recess	18
19	20 Mid-Winter Recess	21 Mid-Winter Recess	22 Mid-Winter Recess	23 Mid-Winter Recess	24 Mid-Winter Recess	25
26	27	28				

Number of Instructional Days = 14, # of PD hours = 3, Teacher Planning = 14 hours

Instructional days. 3:26 pm dismissal on Friday for teacher PD	
School closed	
Summer Academy (for teachers)	
Summer Institute (Students and teachers)	

March 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 PD	4
5	6	7	8	9	10 PD	11
12	13	14	15	16	17 PD	18
19	20	21	22	23	24 PD	25
26	27	28	29	30	31 PD	

Number of Instructional Days = 23, # of PD hours = 7.5, Teacher Planning = 23

April 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7 PD End of 3 rd MP	8
9	10	11	12	13	14 Good Friday No School	15
16	17 Easter No School	18 Easter No School	19 Easter No School	20 Easter No School	21 Easter No School	22
23	24	25	26	27	28 PD School Visit	29
30						

Number of Instructional Days = 14, # of PD hours = 3, Teacher Planning = 14 hours

ELA Exam dates TBA

Instructional days. 3:26pm dismissal on Friday for teacher PD	
School closed	
Summer Academy (for teachers)	
Summer Institute (Students and teachers)	

May 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5 PD	6
7	8	9	10	11	12 PD	13
14	15	16	17	18	19 PD	20
21	22	23	24	25	26 PD	27
28	29 Memorial Day School Closed	30	31			

Number of Instructional Days = 22, # of PD hours =6, Teacher Planning = 22 hours

June 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 PD	3
4	5	6	7	8	9 PD	10
11	12	13	14	15	16 PD End of 4 th MP	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Number of Instructional Days = 22, # of PD days = 4.5, Teacher Planning 22 hours

Instructional days. 3:26pm dismissal on Friday for teacher PD	
School closed	
Summer Academy (for teachers)	
Summer Institute (Students and teachers)	

Attachment 4: – Student Discipline Policy Flagship Community Charter School

Flagship Community Charter School is committed to providing a safe and orderly school environment that is free from violence and all kinds of harassment. Responsible behavior by students, teachers, district personnel, parents and other visitors is essential to achieving this goal. Students have a right to a free, appropriate education with equal opportunities regardless of race, color, gender, national origin, ethnic group, religion, disability or sexual orientation. The rules by which students may be disciplined, including expulsion or suspension from school, shall be consistent with the requirements of due process and with federal laws and regulations governing the placement of students with disabilities as indicated in Education law 2851 (2)(h).

Students have the responsibility to attend school regularly, to be considerate of others and to observe the middle school Code of Conduct. School authorities shall inform parents about any recorded disciplinary measures. As provided in the federal Family Educational Rights and Privacy Act, parents have the right to review and challenge such records. Students have the right to be informed of charges against them. Unless the well-being of the student or others may be jeopardized, in all disciplinary matters, students shall have an opportunity to present their version of the facts and circumstances before discipline is imposed. Students may expect privacy from other students regarding their lockers, desk, or other storage areas: however, under law, school authorities may search these areas where sufficient cause exists. An administrator, in the presence of another district employee shall conduct searches. Searches can be conducted of vehicles parked on school property. In all cases, the student and parent shall be informed as to the reason for the search.

The standards set forth in the Code of Conduct apply to behavior in school during school hours, before and after school, while on school property, while traveling in school activities, at all school sponsored events and on other than school property when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the School community. A detailed description of conduct that violates the New York City Department of Education Citywide Standards and the School's Code of Conduct is set forth below. Following is a brief summary of the conduct that is prohibited and can lead to serious disciplinary consequence:

- Possession or use of any weapon or dangerous object that can be used as a weapon on school premises or at school-sponsored events. ***(See list of prohibited weapons that follows)***
- Providing, sharing, selling, possessing or using controlled substances, including prescription drugs, and/or alcohol of any kind.
- Inflicting or causing bodily harm to any person on campus.
- Assault against a teacher, or any threat of force or violence directed toward anyone.
- Fighting.
- Bullying or causing discomfort to another student through language (spoken, written or electronic) concerning that student's race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex.
- Theft of, tampering with, or unauthorized handling of a teacher's grade book, textbook, handbook, keys, briefcase, or other personal items.
- Tampering with fire alarms or extinguishers.
- Any infraction considered sufficiently serious by the Principal in consultation with the Discipline Review Board.

LIST OF PROHIBITED WEAPONS

Prohibited Weapons—Category 1	Prohibited weapons—Category II
<ul style="list-style-type: none"> • Firearm, including pistol and hand gun, silencers, electronic dart, and stun gun • Shotgun, rifle, machine gun, or any other weapon which simulates or is adaptable for use as a machine gun • Air gun, spring gun, or other instrument or weapon in which force is a spring or air, and any weapon in which any loaded or blank cartridge may be used • Switchblade knife, gravity knife, ballistic knife and cane sword • Dagger, stiletto, dirk, razor box cutter, utility knife and all other knives • Billy club, black jack, bludgeon, stick, and metal knuckles • Sling shot and slung shot • Martial arts objects including kung fu stars, and nunchucks • Explosives, including bombs, fire crackers and bomb shells 	<ul style="list-style-type: none"> • Acid or dangerous chemicals such as pepper spray and mace • Imitation gun or other imitation weapon • Loaded or blank cartridges and other ammunition • Stun pens and other stun weapons • Laser beam pointers • Any deadly, dangerous, or sharp pointed instrument which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire)

FCCS Non-negotiable Rules and Regulations 2014-2015

<i>Entering the Building</i>	<p>Students enter the school building in FULL dress code and remain that way for the entire day. This includes having the proper shoes and clothing on when walking into the building. Items such as headgear (hats, scarves, etc.) and boots or sneakers should be removed prior to entering the building or they will be confiscated and returned at the end of the day. [Students are always permitted head covers that are worn in connection with the exercise of religious practice.]</p> <p>Students must not be in possession of or under the influence of any drugs, or alcohol. Guns, knives or other deadly weapons and are prohibited at all times. FCCS maintains a Zero tolerance for Bullying.</p>
<i>Student ID</i>	Bring your student ID to school daily. Your ID will be presented as you enter the building and should be shown to any adult in the building who requests it.
<i>Jackets/ Coats</i>	Outerwear is not worn in classrooms and must be stored in student lockers prior to first period for the entire school day.

<i>Locker Use</i>	Students may use their lockers four times a day. 1) Before or after advisory, 2) before lunch, 3) After lunch, 4) At the end of the school day
<i>Food and Drink</i>	Students may eat and drink only in the cafeteria. Food and drink, except for water, are not allowed in the classroom, unless the teacher makes an exception based on the circumstance. Medical exceptions will be observed as necessary.
<i>Electronic Dev</i>	Students should not bring electronic devices (radios, MP3 players, iPods, iPads, CD players, electronic games, etc.) to class. These items will be confiscated and returned at the end of the day. As a general rule, cell phones should not be seen or heard within the building during school hours.
<i>Sweaters</i>	All FCCS sweaters must be worn with an FCCS uniform shirt underneath.
<i>Headwear</i>	Hats, bandanas, wave caps, visors, headscarves, pin curls and bobby pins are not allowed while indoors. Sweatbands are not allowed on the wrists or the head. Students may not wear hoods in class. [Students are always permitted head covers that are worn in connection with the exercise of religious practice.]
<i>Shirts</i>	All FCCS uniform shirts must be tucked in at all times during school hours. If a student wears a shirt under their FCCS uniform, it must not be visible. Undershirts must not be worn over the shirt. The only approved logo or name is that of FCCS.
<i>Pants</i>	Jeans, stretch pants, striped pants, leggings and shorts are not permitted. Trousers are to be worn at least ankle length but not touching the ground. The hem must not be frayed or ripped. It is not permissible to cut the leg seam. Pants must be worn at the waist, not at the hip.
<i>Skirts</i>	Skirts must fall just at the student's kneecaps. There can be no slit in the skirt.
<i>Belts</i>	Belts and belt buckles may not have logos, studs, chains or initials.
<i>Footwear</i>	All footwear must have closed toes and closed heels. STUDENTS MAY NOT WEAR SHOES THAT: 1) Have stiletto heels or spiked heels or any type of heel higher than two inches 2) Are boot-like, sandal-like or slipper-like (including, but not limited to UGGs, Timberlands, ACG's etc.)
<i>Jewelry/ Piercings</i>	Students may not wear eyebrow rings, nose rings, lip rings or any other type of body piercing adornments. Young men at FCCS may not wear earrings or any other body piercing adornments as previously described.
<i>Due Process</i>	All students have the right to due process in disciplinary matters.

FCCS will provide a teaching and learning environment which is safe, secure, inclusive and orderly every day. By implementing the **2016 New York Citywide Standards for Intervention and Discipline Measures**, students, staff and the school community will be thoroughly knowledgeable about expectations for responsible behavior. Time and attention will also be given to **Students' Rights and Responsibilities** in order to educate students about their right to a free public education, right to freedom of expression and their right to appeal decisions.

The New York Citywide Standards has been reviewed and modified to meet the needs of the Flagship Community Charter School. Our code of conduct will be reviewed by the Principal, The Chief Academic Officer (CAO), Guidance Counselor, Special Education Teacher, and Classroom Teacher(s) to determine whether additional standards for student behavior are necessary.

Flagship Community Charter School

The standards set forth in the Code of Conduct apply to behavior in school during school hours, before and after school, while on school property, while traveling in school activities, at all school sponsored events and on other than school property when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the School community. The following conduct is prohibited and can lead to serious disciplinary consequence:

Level	Behavior	Response to First Offense	Response to Second Offense	Response to Third Offense	Response to Additional Offences (more than 3)
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Level 1	<p>1.1 Disrespect Toward Others Any type of behavior that demonstrate s a lack of regard for the feelings and wellbeing of others and/or disrupts the learning environment . DOE B7,B10</p> <p>1.2 Teasing Name-calling, gossiping, rumors, taunting, etc. DOE B8</p> <p>1.3 Academic</p>	<p>1. Student completes Fix-it Plan 2. Conference with School staff/administrator 3. Student participates in an apology of action</p>	<p>1.Communication with parent 2. Conference with school staff/administrator 3. Student participates in an apology of action 4. Student completes Fix-it Plan/behavior contract</p>	<p>1. Communication with parent 2. Conference with School staff/administrator 3. Student participates in an apology of action 4. Student completes Fix-it Plan or Behavior Contract 5. Student is assigned after school Detention</p>	<p>1. Communication with parent 2. Conference with parent, teachers and/or administrator 3. Student participates in an apology of action 4. Student completes Fix-it Plan or Behavior Contract 5. Student is assigned after school detention 6. 1-day in school suspension</p>
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	<p>Negative Doing little to no work during the class period. Being insubordinate of teachers or school staff. DOE B21</p>				
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Flagship Community Charter School

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Level	Behavior	Response to First Offense	Response to Second Offense	Response to Third Offense	Response to Additional Offences (more than 3)
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<p>Level 1</p>	<p>1.4 Lateness A student enters school/class after the stated time on the bell schedule. DOE B4 1.5 Cutting A student is absent (or three times late) for a period class and is not present on the floor. Leaving school premises without permission of personnel DOE B1, B3, B6, B20</p>	<p>1. Communication with parent 2. 1 - 3 late arrivals/cuts, student is assigned detention (lunch or after school)</p>	<p>1. communication with parent 2. After 4 - 6 late arrivals/cuts, student is assigned detention (lunch or after school) 3. Student completes Fixit Plan and/or Attendance Contract 4. Parent Conference</p>	<p>1. Communication with parent 2. After 7 - 9 late arrivals/cuts, student is assigned detention (lunch or after school). 3. Student completes Fix-it Plan and/or Attendance Contract 4. Parent Conference 5. 1-day in-school Suspension</p>	<p>After more than 10 Late arrivals/cuts/ uniform infractions: 1. Administrator calls parent 2. Parent Conference 3. Student participates in an apology of action 4. Student completes Fix-it Plan/revisits</p>
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					Attendance contract or uniform contract. 5. Student is assigned detention 6. 1-3 day in-school suspension
Level 1	<p>1.6 Uniform Infraction A student is out of uniform - no shirt, grey pants or is covering the uniform with other clothes (jackets, sweat shirt, etc).</p> <p>DOE -B2, B9</p>	<p>1. Communication with parent 2. 1 - 3 uniform infractions, student is assigned detention (lunch or after school)</p>	<p>1. Communication with parent 2. After 4 - 6 uniform infractions, student is assigned detention (lunch or after school) 3. Student completes Fix-it Plan or Uniform Contract 4. Parent Conference</p>	<p>1. Communication with parent 2. After 7 – 9 uniform infractions, student is assigned detention (lunch or after school) 3. Student completes Fix-it Plan or Uniform Contract 4. Parent Conference</p>	<p>After more than 10 Late arrivals/cuts/ uniform infractions: 1. Administrator calls parent 2. Parent Conference 3. Student participates in an apology of action 4. Student completes Fix-it Plan/revisits Attendance contract or uniform contract. 5. Student is assigned detention 6. 1-3 day in-school suspension</p>

Flagship Community Charter School

The standards set forth in the Code of Conduct apply to behavior in school during school hours, before and after school, while on school property, while traveling in school activities, at all school sponsored events and on other than school property when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the School community. The following conduct is prohibited and can lead to serious disciplinary consequence:

Level 2	Behavior	Response to First Offense	Response to Second Offence	Response to Third Offence	Response to Additional Offences (more than 3)
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	<p>2.1 Vandalism Causing intentional damage to school property, property belonging to staff, students or others. DOE B28</p> <p>2.2 Threats/ Intimidation Engaging or verbalizing in act of coercion or threatening violence, injury or harm to others. DOE – B38</p> <p>2.3 Lying, giving false information or misleading school personnel.</p>	<p>1. Communication with parent 2. Student completes Fix-it Plan 3. Student participates in an apology of action 4. Guidance Conference/Peer Mediation/ conflict Resolution 5. Student assigned Detention</p>	<p>1. Communication with parent 2. Student completes Fix-it Plan 3. Student participates in an apology of action 4. Student assigned detention 5. Parent conference 6. Guidance Conference/Peer Mediation/Conflict Resolution</p>	<p>1. Communication with parent 2. Student apology 3. Behavior Contract 4. Community service 5. Parent conference 6. 1-day in-school Suspension 7. Community service*</p>	<p>1. Administrator calls parent 2. Student completes Fix-it Plan 3. Student apology 4. Parent conference 5. Community service 6. 1 -3 day in-school Suspension</p>
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<p>Level 2</p>	<p>DOE –B16</p> <p>2.4 Smoking and/or possession of matches, lighters</p> <p>DOE - B13</p> <p>2.5 Academic Dishonesty</p> <p>Engaging in scholastic Dishonesty which includes but is no limited to cheating and plagiarism, and violating the school’s internet use policy.</p> <p>DOE – B32, B31</p> <p>2.6 Patterns of Level 1 incident</p>				
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Flagship Community Charter School

The standards set forth in the Code of Conduct apply to behavior in school during school hours, before and after school, while on school property, while traveling in school activities, at all school sponsored events and on other than school property when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the School community. The following conduct is prohibited and can lead to serious disciplinary consequence:

Level	Behavior	Response to First Offense	Response to Second Offence	Response to Third Offence	Response to Additional Offences (more than 3)
3	<p>3.1 Harassment Harassment based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.</p> <p>DOE- B23 Dignity for all students Act (DASA)</p> <p>3.2 Physical /Verbal Aggression/Horseplay (Moderate) Any type of incidental physical contact toward students or school personnel that does or does not cause injury (e.g.</p>	<ol style="list-style-type: none"> 1. Communication with parent 2. Student apology 3. Fix-it Plan including steps for attempting to ensure that the harassment never happens again 4. Student is assigned 2 days of detention 5. Peer Mediation/ Conflict Resolution 	<ol style="list-style-type: none"> 1. Administrator calls parent 2. Parent conference 3. Student apology 4. Fix- it Plan 5. 1-day in-school suspension 6. Peer Mediation/ Conflict Resolution 	<ol style="list-style-type: none"> 1. Administrator calls parent 2. Parent conference 3. Student apology 4. Fix- it Plan 5. 1-3 day in-school suspension 6. Peer Mediation/ Conflict Resolution 	<ol style="list-style-type: none"> 1. Administrator calls parent 2. Parent conference 3. Student apology 4. Fix- it Plan 5. 2-5 day suspension 6. Peer Mediation/Conflict Resolution

<p>Level 3</p>	<p>pushing, throwing things at others, play fighting, or any other form of physical contact, swearing)</p> <p>DOE - B24 3.3 Bullying Aggressive behavior that is intentional and involves an imbalance of power or strength that includes:</p> <ul style="list-style-type: none"> • Physical Intimidation (hitting, pushing, punching) • Verbal abuse (name-calling, teasing) • Cyber bullying (sending mean, threatening or vulgar messages or images, posting sensitive, private information about another person; pretending to be someone else in order to make that person look <p>DOE B40</p> <p>3.4 Tampering with School Documents: Changing, altering a record or document of a school by any</p>				
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<p>4</p>	<p>4.2 Sexually Suggestive Behavior Making sexually Suggestive comments innuendoes, propositions or engaging in nonverbal or physical conduct of a sexual nature (e.g. touching, patting, pinching, or sending or posting sexually suggestive messages or images).</p> <p>DOE B35</p> <p>4.3 Possession of controlled substances or prescription medication without appropriate authorization, illegal drugs, drug paraphernalia or alcohol. DOE B41, B50</p> <p>4.4 Falsely activating a fire alarm or other disaster notice DOE – B42</p> <p>4.5 Theft without force or intimidation Taking or attempting to take property belonging to a person</p>				<p>for ten days The Principal will schedule a hearing at which the students will be accompanied by a parent and may be represented by an advocate or counsel. If the student has an IEP, the Principal will also refer the student to the Committee on Special Education(CSE). Additional information may be found in <i>Student and Family Handbook</i></p>
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	<p>or the school without using force or intimidating behavior</p> <p>DOE B44</p> <p>4.6 Possession or use of items with intent to inflict injury (e.g. nail file, box cutters, scissors, etc.)</p> <p>4.7 Patterns of Level 3 incidents</p>				
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Flagship Community Charter School

The standards set forth in the Code of Conduct apply to behavior in school during school hours, before and after school, while on school property, while traveling in school activities, at all school sponsored

events and on other than school property when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the School community. The following conduct is prohibited and can lead to serious disciplinary consequence:

Level	Behavior	Response to First Offense	Response to Second Offense	Response to Third Offense	Response to Additional Offences (more than 3)
5	<p>5.1 Threat Threatening to use a weapon that is capable of causing serious physical injury</p> <p>DOE B60</p> <hr/> <p>5.2 Theft Threatening to use or using force to take or attempt to take the property belonging to another</p> <p>DOE – B52</p> <hr/> <p>5.3 Possession of weapons Before requesting a suspension for a possession of a weapon, the principal must consider whether there are mitigating factors present.</p> <p>DOE – B59</p> <hr/> <p>5.4 Using Force Using force against or inflicting or attempting to inflict serious injury to school safety agents,</p>	<p>Incidents in this category are serious and should not occur more than once. To decrease the likelihood that a repeat offense of this nature occurs, the administrator will respond with one or more of the responses outlined below:</p> <ol style="list-style-type: none"> 1. Administrator calls parent 2. Parent Conference 3. Parent accompanies child to school 4. Community Service 5. Referral for Counseling Services 6. Referral to Law Enforcement 7. Extended Suspension 8. Review of alternative programs with opportunity for reinstatement after 6 months 9. Permanent removal from school. <p>Before a Principal suspends a student for ten days or more, the Principal will schedule a hearing at which the students will be accompanied by a parent and may be represented by an advocate or counsel. If the student has an IEP, the Principal will also refer the student to the Committee on Special Education (CSE). Additional information may be found in the <i>Student and Family Handbook</i>. A student may not be permanently removed from school without a hearing where parent/guardian is present.</p> <p>Note: weapons such as a firearm, machine gun, switchblade, metal knuckles, etc. are subject to suspension, whatever the student’s intent. However, other items such as a box cutter that can be used as dangerous weapons but are not dangerous if used properly and that may be in the student’s possession for legitimate reasons may be the subject to mitigating circumstances and not automatically require a mandatory suspension.</p>			

	students and others DOE B53, B54	
	<p>5.5 Drugs Selling or distributing illegal drugs, controlled substances, or alcohol on campus DOE B58</p> <hr/> <p>5.6 Sexual Assault Engaging in physical sexual aggression, compelling or forcing another to engage in sexual activity DOE – B57</p> <hr/> <p>5.7 Other violent Offense DOE B55, B56, B61, B62, B63</p>	
<p>Note: FCCS Code of conduct – After reviewing the code of conduct and considering other infractions if applicable, the administrator will use his/her discretion to determine the level and appropriate response to the incident.</p>		

**Additional Information Regarding Violations of the Code of Conduct
Levels of Offences**

Level 1: Teacher/In Classroom

Teachers are primarily responsible for the day-to-day discipline in their classrooms. When students commit minor infractions that jeopardize the safety, productivity and security of the learning community, teachers have several interventions available to them.

Level 2: Detentions

Students may be assigned to school detention and/or Homework Completion/Time Management sessions which are held after school (4:30pm-6:00pm). Students are given work to do during school detentions. The purpose of Homework Completion/Time Management sessions are for the student to either complete homework assignments or to develop a plan on how to complete the assignment.

Level 3: Removal from Class/Social/Extra-Curricular Activities

Removal from Class. Upon the 2nd no show to school detention or Homework Completion/Time Management sessions, a student is considered in defiance of school rules and receives an in-school suspension. A student serving in-school suspension reports to school at the regular time in full uniform. Each teacher provides the student with work assignments that he/she must complete under the direct supervision of the suspension supervisor. The student does not attend any classes or go out for break. The student will eat lunch in the assigned room.

A student serving an in-school suspension receives live instruction in an alternative setting within the school in addition to receiving all assignments and taking all tests and quizzes administered on the days that the suspension is in effect.

Exclusion from Social/Extra-curricular Activities. Any student may be excluded from social activities for academic or behavioral reasons including receiving a referral within one to five days of a field trip or social activity and/or receiving a suspension within 15 days of a field trip or social activity.

Level 4: Removal from School

After a major breach to the sense of kindness, safety and productivity of the school community, the Principal may give a long-term suspension, or in rare cases, expulsion from the school community. This matter is not taken lightly; the student's rights to the highest Due Process protections are honored. A list of violations of the Code of Conduct which may lead to a recommendation by the principal for long term suspension or expulsion is included in the student manual.

Provision of Services During Removal

Students removed from school for disciplinary reasons receive all classroom assignments and an opportunity to make up tests missed during the time of his or her suspension. The school also provides alternative instruction so that the student is given full opportunity to complete assignments and master curriculum. A student serving an out-of-school suspension receives instruction for a minimum of 120 minutes per day in addition to receiving all assignments and taking all tests and quizzes administered on the days that the suspension is in effect. Arrangements for instruction will be made on an individual basis and may include phone assistance, computer instruction, and/or home visits, and one-on-one or small group tutoring within the School or at a specified location.

Additional Detail Regarding Provisions for Students with Disabilities who Violate the Code of Conduct

Due Process

If FCCS is considering a disciplinary removal of a student with a disability that would constitute a change in placement, including any removal from school for more than ten consecutive days, then not later than the date on which the decision to take such action is made, the school notifies the student's parent or guardian that a disciplinary hearing will be scheduled, provides parents with the procedural safeguards notice, and requests the CSE to schedule a meeting. The district's CSE and other qualified personnel will meet within the next ten days to review the relationship between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability.

Parents may request an impartial review to challenge the CSE's manifestation determination. The child remains in his or her current educational placement while the hearing is pending except as provided below:

A student with an IEP may be removed from school for up to forty five days, for a violation of the Code of Conduct that involves bringing drugs or a weapon on to school property or for inflicting a serious physical injury on another person, whether or not the behavior is connected with the disability.

The student is then provided with educational services in an interim alternative educational setting that is arranged in cooperation with the CSE.

If a parent/guardian requests a hearing or an appeal to challenge the CSE's recommendation for an interim alternative educational setting or its manifestation determination, the child remains in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for the disciplinary action, whichever occurs first, unless the parent and school agree otherwise.

Committee on Special Education (CSE) Meetings: FCCS will refer the student to the CSE to develop a functional behavioral assessment or a behavioral intervention plan if the student is removed from school for more than ten days for disciplinary reasons and as necessary to address behavioral concerns.

**Attachment 5b - Board By-Laws
Flagship Community Charter School (FCCS)**

ARTICLE I:

Section 1: The Name of the Corporation is the Flagship Community Charter School (hereinafter the “**Corporation**” or “**School**”).

Section 2: *Structure:* Flagship Community Charter School (the “Corporation”) is a non-stock, non-profit corporation organized under the laws of the State of New York. The Articles of Incorporation of the Corporation (as amended from time to time, the “Articles of Incorporation”) will be filed upon approval of the Corporation’s charter application to New York State Education Department (NYSED) and the Board of Regents of the University of the State of New York.

ARTICLE II

GENERAL PROVISIONS

Section 1: *Charter:* The name and purpose of the School shall be set forth in its Charter, as amended from time to time. The Charter is hereby made a part of these By-Laws, and The powers of the School and of its Board of Trustees, and all matters concerning the conduct and regulation of the affairs of the School shall be subject to such provisions in regard thereto, if any, as are set forth in the Charter. In the event of any inconsistency between the Charter and these By-Laws, the Charter shall be controlling as will the Charter Laws of the State of New York, as amended. All references in these By-Laws to the Charter shall be construed to mean the Charter as from time to time amended.

Section 2: *Fiscal Year:* Except as from time to time otherwise determined by the Trustees of the School, the fiscal year of the School shall be July 1 to June 30.

Section 3: *Principal Office:* The Corporation’s principal office shall be at the principal location of the Flagship Community Charter School or at such other place as the Board may select by resolution or amendment of the By-Laws. The Secretary shall note any change in office on the copy of the By-Laws maintained by the Secretary. The Trustees may establish places of business in New York or elsewhere as is permitted by law.

ARTICLE III

MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the “**Trustees**”) of the School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the “**Board**”).

ARTICLE IV

BOARD OF TRUSTEES

Section 1: *Powers:* The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of the New York Charter Schools Act of 1998, as amended (the “**Education Law**”), the New York Not-for-Profit Corporation Law, the Corporation’s

Charter and these By-Laws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these By-Laws, and the following specific powers:

- (a) To nominate, elect and remove Trustees;
- (b) To appoint and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation.
- (c) To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
- (d) To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
- (e) To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
- (f) To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
- (g) 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;
- (h) 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;
- (i) 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 By-Laws;
- (j) To appoint and/or remove the school's Principal; and
- (k) To delegate, from time to time, powers to the Principal in accordance with these By-Laws to the extent permitted by law and by the Charter.

Section 2: Number of Trustees: The Board of Trustees shall consist of not less than five or more than fifteen individuals (excluding ex-officio and honorary members), provided that at all times there shall always be an odd number of Trustees. The Board of Trustees may include, but is not limited to, a parent/guardian representative, interested members of the community. The parent representative shall serve as a member of the Board of Trustees with power to vote.

Section 3: *Election of Trustees*

(a) *Initial Trustees:* The initial Trustees shall be the persons named in the Certificate of Incorporation and shall serve until the first annual meeting of Trustees. At the first annual meeting the Board shall determine the number of Trustees to serve on the Board and shall determine their terms of office. The initial terms of office of one third of the total number of Trustees shall be one year. The initial terms of office of one third of the total number of Trustees shall be two years and the initial terms of office of one third of the total number of Trustees shall be three years. At the expiration of the initial terms of office, all terms of office of all Trustees shall be three years.

(b) *Election*: The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.

(c) *Eligibility*: In order to be eligible for election, a person must be nominated by a then existing Trustee. The Board may elect any person who in the Board's discretion the Board believes will serve the interests of the Corporation faithfully and effectively.

(d) *Interested Persons*: Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son - in-law, mother-in-law or father-in-law of any such person.

(e) *Term of Office*

(1) A Trustee's term of office shall not exceed three (3) consecutive years (a "Term"); provided, however, that any Trustee elected to fill an unexpired term (whether resulting from the death, resignation or removal or created by an increase in the number of Trustees) shall hold office for the remainder of such unexpired term.

(2) A Trustee may serve up to three (3) consecutive Terms and then must take one (1) year off before being considered for another term of service.

(3) 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 By-Laws, or other Board action.

(4) A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the By-Laws or other Board action.

(f) *Time of Elections*. The Board shall elect Trustees whose terms begin on September 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

Section 4: Removal and Resignation of Trustees: The Board may remove a Trustee in accordance with the provisions of the Education Law and the Not-for-Profit Corporation Law. Any Trustee may resign by delivering a written resignation to the Chairperson or the Secretary or to the School at its principal office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time. To facilitate the election of new Trustees, the School formally encourages Trustees intending to resign or to decline nomination to provide notice the Trustee's intent before June. Any Trustee may be removed from office with or without cause by an affirmative vote of a majority of the trustees then in office. A Trustee may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Trustees.

ARTICLE V
MEETINGS OF THE BOARD

Section 1: *Place of Meetings:* Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

Section 2: *Annual Meetings:* An Annual Meeting shall be held in the month of June in each year for the purpose of electing Trustees (if expirations or vacancies occur), electing officers, making and receiving reports on corporate affairs, and transacting such other business as may be brought to the Board.

Section 3: *Regular Meetings:* Regular Meetings shall be held at a minimum of monthly throughout the year and at other times as the Board determines.

Section 4: *Special Meetings:* A Special Meeting shall be held at any time called by the Chairperson, or by any Trustee upon written demand of not less than one-half of the entire Board.

Section 5: *Adjournment:* A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 6: *Notices of Meetings:* Public notice of meetings shall be given as required by law. Notice of the date, time, and place of all regular and special meetings of the Trustees shall be given to each Trustee by the Secretary or, in case of the death, absence, incapacity or refusal of the Secretary, by the Officer or one of the Trustees calling the meeting. Such notice shall be given to each Trustee in person, by mail or by telephone, telegram, facsimile transmission, or electronic mail sent to such Trustee's usual or last known business address, home address or e-mail address at least seven (7) days in advance of the meeting, provided that notice of Special Meetings to discuss matters requiring prompt action shall be given no less than 72 hours in advance of the meeting. Except as required by law, notice of any meeting of Trustees need not be given:

(a) To any Trustee who, either before or after the meeting, delivers a written waiver of notice, executed by the Trustee (or the Trustee's attorney there unto authorized), which is filed with the records of the meetings; or

(b) To any Trustee who attends the meeting and who, either prior to the meeting or at its commencement, fails to protest the lack of such notice. Except as otherwise required by law, the Charter, or these By-Laws, a notice or waiver of notice need not specify the purpose of any regular or special meeting unless such purpose is:

- (1) The amendment or repeal of any provision of the Charter or these By-Laws; or
- (2) The removal of a Trustee or an officer.

Section 7: *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.

Section 8: *Open Meeting Laws:* All meetings of the Trustees shall be conducted in accordance with the Open Meeting Law of the state of New York, as amended from time to time, or any successor statute.

(a) No quorum of the Board of Trustees shall meet in private for the purpose of deciding on or deliberating toward a decision on any matter, and (b) No executive session shall be held until:

(1) The Board of Trustees shall have first convened in an open session for which notice shall have been given in accordance with law;

(2) A majority of the Trustees at such meeting shall have voted to go into executive session;

(3) The vote of each trustee shall have been recorded on a roll call vote and entered into the minutes; and

(4) The Chairperson (or other person presiding over the meeting) shall have cited the purpose of the executive session and shall have stated whether or not the Board of Trustees shall reconvene after the executive session. Executive sessions may be held only for purposes permitted by law.

Section 9: *Quorum:* Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

Section 10: *Action by the Board*

(a) *Actions Taken at Board Meetings:* Except as otherwise provided by statute or by these By-Laws, the vote of a majority of the total voting power of the Board of Trustees shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

(b) *Board Participation by Other Means:* In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the charter school. To the extent permitted by the Public Officers Law, Trustees participating by means of videoconferencing may be counted toward achieving a quorum. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than those in-person or participating by live video-conferencing may not vote.

Section 11: *Committees*

(a) *Appointment of Committees:* The Board may create committees for any purpose, and the Chairperson shall appoint members to and designate the chairs of such committees.

(b) *Authority of Board Committees:* The Chairperson may delegate to a Board Committee any of the authority of the Board, except with respect to:

(1) The election of Trustees;

(2) Filling vacancies on the Board or any committee which has the authority of the Board;

- (3) The fixing of Trustee compensation for serving on the Board or on any committee;
- (4) The amendment or repeal of By-Laws or the adoption of new By-Laws; and
- (5) The appointment of other committees of the Board, or the members of the committees.

(c) *Procedures of Committees*: The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these By-Laws with respect to the calling of meetings and the conduct of meetings.

(d) *Committees*: Committees of the Board will include but are not limited to the Executive Committee, the Finance and Legal Committee, the Educational Accountability and Technical and Infrastructure Committee, and the Community Outreach Committee. Each Committee member shall hold office for one year and until a new member is appointed.

Section 12: Standard of Care

(a) Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances (the “**Standard of Care**”).

(b) 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:

- (1) One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
- (2) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person’s professional or expert competence; or
- (3) A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation’s Charter or By-Laws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and in accordance with the Standard of Care, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

(c) Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall, in accordance with the Standard of Care, consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

Section 13: Rights of Inspection: Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and

provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 14: *Participation in Discussions and Voting:* Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

Section 15: *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 which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VI OFFICERS

Section 1: *Officers:* The Officers of the Corporation consist of a Chairperson, a Treasurer and Secretary. The Corporation also may have such other officers, including one or more Vice Chairpersons, as the Board deems advisable.

Section 2: *Election and Tenure:* The Chairperson, Treasurer and Secretary shall be elected every three years by the Board of Trustees at the annual meeting. Other officers, if any, may be elected by the Board of Trustees at any time. The fact that an individual is currently serving in any office shall not create any presumption that such individual shall be nominated for such office in any subsequent year. If the office of the Chairperson, Treasurer or Secretary becomes vacant, the Trustees shall elect a successor. Each such successor shall hold office for the unexpired term and, in the case of the Chairperson, Treasurer and Secretary, until a successor is chosen and qualified, or in each case, until the officer dies, resigns, is removed, or becomes disqualified.

Section 3: *Resignation and Removal:* Any officer may resign by delivering a written resignation to the Chairperson or the Secretary or to the School at its principal office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time. Any officer may be removed from office with or without cause by an affirmative vote of a majority of the Trustees then in office. Any officer may be removed, for cause only after reasonable notice and an opportunity to be heard by Board of Trustees.

(a) Chairperson of the Board. The Chairperson shall preside at all meetings of the Board of Trustees, except as the Trustees otherwise determine. The Chairperson shall have such other duties and powers as the Board of Trustees or Executive Committee shall determine. With the approval of the Executive Committee, the Chairperson shall appoint all Standing and Special Committees, may fill vacancies in these Committees, and may remove any members of these Committees for any reason. The Chairperson may call meetings of the Executive Committee, and shall call such meetings at any request of two members of Executive Committee. In the absence of the Chairperson, or if at any time the office of Chairperson is vacant, the Secretary may

discharge any or all of the duties of the Chairperson including the Chairperson's functions as a member and chair of the Executive Committee.

(b) Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and By-Laws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the By-Laws; and have such other powers and perform such other duties as the Board may prescribe.

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

ARTICLE VII INDEMNIFICATION

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

Section 1: *Indemnification of Corporate Agents:* Generally the Flagship Community Charter School, to the extent legally permissible and only to the extent that the status of the School as exempt from federal income taxation under Section 501(c)(3) of the Code is not affected thereby, shall indemnify each person who may serve or has served at anytime as a Trustee, Officer or agent of the Board and may to the extent authorized by the Board of Trustees by an affirmative vote of a majority of the Trustees entitled to vote indemnify an employee of the School (collectively, "**Indemnified Officers**" or individually, "**Indemnified Officer**"), against all expenses and liabilities, including, without limitation, counsel fees, judgments, fines, excise taxes, penalties and settlement payments, reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit, or proceeding whether civil, criminal, administrative, or investigate (a "**Proceeding**") in which an Indemnified Officer may become involved by reason of serving or having served in such capacity (other than a Proceeding voluntarily initiated by such person unless a majority of the full Board of Trustees authorized the Proceeding); provided, however, that no indemnification shall be provided to such Indemnified Officer with respect to any matter as to which such Indemnified Officer shall have been finally determined in any Proceeding:

(1) to have breached the Indemnified Officer's duty of loyalty to the School;

(2) not to have acted in a good faith in the reasonable belief that such Indemnified Officer's action was in the best interest of the School;

(3) to have engaged in intentional misconduct or a knowing violation of law; or

4) (a) to have engaged in any transaction from which the Indemnified person derived an improper personal benefit; and further provided that any compromise or settlement payment shall be approved by the Board of Trustees.

(b) Authorization. The payment of any indemnification shall be conclusively deemed authorized by the School under this Section, and each Trustee and officer of the School approving such payment shall be wholly protected, if:

(1) the payment has been approved or ratified by a majority vote of the Trustees who are not at time parties to the proceeding; or

(2) the payment is made in reliance upon the opinion of independent legal counsel (who may be counseled to the School) appointed by majority of the Trustees then in office; or

(3) a court having jurisdiction shall have approved the payment.

(c) Non-Exclusive Rights. The right of indemnification under this Article VII shall be in addition to and not exclusive of all other rights to which any person may be entitled. Nothing contained in this Section shall affect any rights to indemnification to which School employees, agents, Trustees, officers and other persons may be entitled by contract or otherwise under law.

(d) Adverse Amendments. No amendment or repeal of the provisions of this Article VII that adversely affect the right of an Indemnified Officer under this Article VII shall apply to that Indemnified Officer with respect to the acts of omissions of such Indemnified Officer that occurred at any time prior to such amendment or repeal, unless such amendment or repeal was voted for by or was made with the written consent of such Indemnified Officer.

ARTICLE VIII SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("**Interested Trustee(s)**"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general Standard of Care: A transaction which is part of a public or charitable program of the Corporation, if the transaction,

(a) is approved or authorized by the Board in good faith and without unjustified favoritism, and
 (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE IX OTHER PROVISIONS

Section 1: *Fiscal Year*: The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

Section 2: *Execution of Instruments*: Except as otherwise provided in these By-Laws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 3: *Checks and Notes*: Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by any Trustee or officer of the Corporation as authorized by the Board of Trustees. All checks issued by the school shall be signed by authorized Trustees or officers.

Section 4: *Construction and Definitions*: Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these By-Laws. Without limiting the generality of the foregoing, words in these By-Laws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these By-Laws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

Section 5: *Conflict of Interest*: Any Trustee, Officer, key employee, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her Interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall include:

- (a) Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and,
- (b) Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

Section 6: *Disposition of Assets:* Upon the dissolution of the Corporation, any assets remaining shall be disposed of in strict compliance with the requirements of Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions at that time.

**ARTICLE X
AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these By-Laws. These By-Laws may be altered, amended or repealed, or new By-Laws may be adopted, by an affirmative vote of a majority of trustees then in office, at any annual meeting of the Trustees or special meeting of the Trustees; provided, however, that notice shall be given in the notice of the meeting that an alteration, amendment or repeal of the By-Laws, or that new By-Laws may be adopted, will be proposed.

CERTIFICATE OF SECRETARY

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

Secretary

Dated: _____

**Attachment 5c - Code of Ethics
Flagship Community Charter School (FCCS)**

A code of ethics for the Flagship Community Charter School: setting forth for the guidance of its trustees, officers and employees, the standards of conduct expected of them, including standards with respect to disclosure of conflicts of interest regarding any matter brought before the board of trustees.

Members of the Flagship Community Charter School (FCCS), including the members of the Board of Trustees, have the responsibility to protect the best interests of the school and behave in ways that are both honest and ethical regarding the school. The Board of Trustees will set the policies of FCCS and it will be the role of the Principal to implement these policies in the school. The Board of Trustees will hold the principal responsible for the overall administration and operation of FCCS. The Principal will keep the Board informed about all aspects of the school through report, presentation, briefings, committee meetings, and regular contact by phone and email. The trustees, officers, and employees of FCCS shall at all times comply with the following Code of Ethics:

□ The Board of Trustees (the "Board") shall conduct its affairs subject to the Charter Schools Act, applicable provisions of the Education law, provisions of the Not-For-Profit Corporation Law made applicable to education corporations by section 216-a of the Education Law and federal law and regulations related to the School's I.R.C. 501(c)(3) status, applicable provisions of the General Municipal Law including to the extent required by Education Law section 2854(1)(f), as well as the school's charter and bylaws and other applicable provisions of law and regulations. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

□ Trustees, officers and employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board or the school. If a Trustee inadvertently engages in such activities, such Trustee shall promptly notify the Board in writing of such activities and shall disclose all known facts prior to participating in a Board discussion of these matters.

Trustees, officers and employees shall make full disclosures whenever there may be a conflict of interest with respect to a matter under discussion or consideration by the Board or job duties, as applicable.

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

Every paid or unpaid employee and/or members of the Board of Trustees must respect the opinions of all members of Flagship Community Charter School community.

No trustee, officer or employee shall:

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

Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him/her, or could reasonably be expected to influence him/her, in the performance of his/her official duties or was intended as a reward for any official action on his/her part. Gifts from students that are purely sentimental in nature are acceptable. Also, letters or cards expressing gratitude to employees or members of the Board are acceptable.

- Communicate with the school on behalf of a person or a firm unless such communication is part of their official duties for the school

- Use confidential school information for a nonschool purpose or disclose it to a private person or a firm for non-school purposes. This includes any information that is discussed in executive leadership or executive committee meetings.

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

- Have an interest in any for-profit contract with the school

- Have a financial relationship with supervisors or subordinates outside their employment relationship with the school and the Board unless approved by the Board

- Act in connection with any lawsuit or administrative hearing as a lawyer or an expert for a private interest if the school interest is involved

- Hold any investments in conflict with the official duties, engage in private employment in conflict with official duties or seek future employment to the extent any of these activities are prohibited by Education Law section 2854(1)(f) and relevant attendant General Municipal Law

Trustees, officers and employees may:

- Work on political campaigns on non-school time; however, Trustees, officers or employees never may ask a subordinate, a student or a parent/guardian of a student to work on or give to any political campaign

- Have contracts with not-for-profit entities, such as charter management organizations, partners and founding organizations, but must be disclosed

Any such trustee, officer or employee who shall knowingly and intentionally violate any of the provisions of this code may be suspended or removed from office.

The Board, or a board of ethics, which it may establish, shall render advisory opinions to Trustees, officers and employees with respect to the code of ethics.

This Code of Ethics will be distributed to all employees upon hiring by the school and to all officers and Trustees upon appointment to the Board, and each such person will be required to abide by this Code. If amendments are made to the Code of Ethics, all employees, officers and Trustees shall receive an updated copy. Time will be allotted at an appropriate Board and staff meeting to explain the Code. The School Leader shall serve as the compliance officer to ensure compliance with the Code of Ethics; one Trustee (with no affiliation with the school's partner organization) shall be appointed to oversee the Principal in this role.

We, the undersigned, have received the Code of Ethics for the Flagship Community Charter School and agree to comply with its provisions:

_____ <i>Signature</i>	_____ <i>Date</i>

Attachment 8a: Hiring and Personnel Policies and Procedures Flagship Community Charter School

Flagship Community Charter School (FCCS) believes in, and is committed to the principles of equal opportunity and Affirmative Action. It is the policy of FCCS to affirmatively recruit and select employees in accordance with the requirements of the job. FCCS shall not discriminate on the basis of race, color, creed, religion, national origin, sex, age (except when age is a bona fide criterion for employment), veterans' status, sexual orientation, or disability. Disabled individuals are encouraged to apply for positions provided such disability, with reasonable accommodation, does not preclude the employee from performing the essential function of the position. FCCS policy on nondiscrimination applies to all programs, activities, and personnel actions, including promotions, demotion, transfers, recruitment, reduction-in-force, terminations, recall, rate of pay, and other benefits and selection for training and career development. It is also the policy of FCCS to provide a work environment free from unlawful discrimination and harassment in any form.

Recruitment and Hiring:

FCCS selects applicants for employment on the basis of experience, character, alignment with the School's mission and philosophy, necessary credentials, and ability to perform their required duties. The School is committed to evaluating each applicant and employee on the basis of personal skill and merit. The School will make every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all of its working relationships. FCCS will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsifications or omissions of any information or date on an employment application may result in exclusion from further consideration for employment and/or termination of employment.

The School uses several sources to generate a pool of qualified applicants once a determination has been made that a vacancy exists. These sources include but are not restricted to the New York City Charter Center Job Posting Board, New York Times, Educational Job Fairs, Rainbow Push, Wall Street Project Diversity Career Fair, www.newyorktimes.com, The National Urban League and the New York Urban League. These venues will provide FCCS with myriad opportunities to recruit qualified candidates with the requisite skills to execute functions in the occupational categories of Payroll, Fiscal, Health, Food, Facility Management, and Transportation Services. New York Times, Rainbow Push, and the National Urban League have a strong record of services to underserved communities. The National Urban League and its affiliate system have provided professional and non-professional minority's access to pre-employment and employment services, which are intended to strengthen the families and children that live in under resourced communities. FCCS will partner with RISE, Teach for America, Columbia University Teacher's College and Medgar Evers College's Education Department, to identify qualified candidates that can uphold the charter school's mission and commitment to educating the children of CSD 29. The applicant group has experiences working

with these organizations and will call upon their contacts to assist in identifying qualified teachers to join the FCCS Team.

Flagship Community Charter School will also contract with The New Teacher Project (TNTP) to identify, recruit, hire and process teacher candidates. TNTP is a non-profit organization with a mission of ensuring that poor and minority students get equal access to effective teachers. It attempts to help urban school districts and states recruit and train new teachers, staff challenged schools, design evaluation systems, and retain teachers who have demonstrated the ability to raise student achievement. We will use the practices outlined in The School Leader's Toolbox, a collection of resources focused on Recruitment, Evaluation, Retention of High Performers, Performance Accountability, and Building a Professional School Culture used by the nation's top charter school to recruit, manage and support a high-performing teacher workforce.

Eligibility to Teach in a Charter School

Charter school staff members are employees of the charter school, not the school district in which it is located. Except as set forth below, you are a public employee and must be certified, in accordance with requirements applicable to other public schools. FCCS teachers will be required to have NYS Certification in the subject area(s) in which s/he provides instruction. FCCS teachers will be expected to have at least a Bachelor of Arts from an accredited institution of higher education, along with a plan to secure a Masters Degree. FCCS teachers will be expected to support and promote the vision and mission of FCCS. Moreover, they will be expected to exhibit kindness, understanding, and patience. Teachers are expected to hold the students to high standards and to provide them with the skills and encouragement necessary for our students to achieve these standards. STEM experience will be plus for all teachers.

Hiring Procedure

Recruitment: Recruitment for position openings is initiated by the Principal or designee. Job openings will be filled by qualified persons from within FCCS when possible. Preference is given to internal candidates over external candidates when both are equally qualified. However, internal candidates are not guaranteed positions for which they may apply.

Job Postings: Job openings will be posted on the staff bulletin board, intranet and/or web site. FCCS may begin an external search for applicants simultaneously with the job posting.

Interviewing: Applicants will be screened to determine eligibility to become candidates for a job. Job candidates may be interviewed by more than one person, including the position's supervisor. Resumes must be submitted at this point or prior to the interview.

Pre-hire Tests: Depending on the job responsibilities, FCCS may require applicants to participate in screening tests and/or present a professional portfolio in order to verify expertise, and level of proficiency in the applicable area.

References: References will be checked on all candidates to whom job offers may be made, before the offers are made.

Employment Offer Letters: Offer letters may be signed only by the Principal or CAO of the school, with exception of the position of Principal, which will be signed by the Chairperson of the Board of Trustees.

Other steps in the hiring process:

Once an employee has been informed by the Principal that it is the intention of FCCS to hire him/her, the following documents/procedures must be completed/followed. Employment is contingent on providing truthful and complete documentation including the following:

1. Application and resume
2. W-4
3. Fingerprinting as required by New York State law
4. Health questionnaire, Vaccination record and TB clearance
5. Child Abuse clearance
6. I-9 Criminal Background form
7. Confidentiality Agreement Form
8. Academic transcripts and a copy of the diploma from all institutions of higher education
9. All certification and credentialing documentation from any governmental entity
10. Computer Policy Agreement Form
11. Cell Phone policy agreement

Immigration Status: Federal law requires all employers to verify each new employee's identity and legal authority to work in the United States via the INS I-9 Form. All offers of employment are conditional upon confirmation of legal status.

Sexual harassment, which is a form of discrimination, is a violation of Title VII of the Civil Rights Act of 1964 and it is a violation of FCCS policy for any employee, male or female, to sexually harass another employee. Any employee who feels that s/he has been subjected to sexual harassment or discrimination should report it to his/her direct supervisor. If the supervisor fails to take action, then s/he should report such failure to the principal. If the School Director fails to take the proper actions then the employee should report the offense to the Board of Trustees.

Consistent with the federal requirements 41 USCS §§ 701 – 707 for drug free workplace, it will be the responsibility of the Principal to ensure that all charter school employees and new hires are aware of said requirements. Violation will result in dismissal of said employee.

Teacher effectiveness: Students remember a special teacher because of how he/ or she presented him or herself to students. The applicant team will seek teachers that display **self-confidence**; taking pride in his or her work, and striving for excellence. Such individuals know what to teach and how to teach it. Teachers selected by the Principal should demonstrate that they are **good consumers of knowledge** in the sense that they know the subject material and is always searching for new methods and ideas to develop themselves professionally and personally. They must show a track record of **preparedness**; always preparing lessons and materials in advance, following a regular routing, is organized and has activities readily available. They must be **good listeners**; listening to students and engaging them in conversations with one another and with the

teacher as well. FCCS will seek teachers who are **good at motivating** students to learn and to take on projects independently. Teachers will utilize project base learning, Universal Design (UDL), differentiation, and will integrate engineering design, technological applications, inquiry and mathematical analysis into the teaching of science, math and other disciplines. FCCS teachers must be **fair**, giving all students a chance to succeed in the classroom even when the conditions at home are not favorable for the student. Teachers must also show a **good sense of humor**, knowing when to laugh at him or herself and when to laugh with the class. Humor within the classroom can ease any frustration that the teacher and/or student may be experiencing at that moment. Each of FCCS's teachers will be one who cares about the students, cares about how students develop as *whole* people, exemplifies what he/she teaches, strives to develop the students into self-teachers, is aware of what the students do and do not know, strives to develop the students into moral individuals, strives to develop the students into self-motivated individuals, strives to develop the students into self-disciplined individuals, challenges the students, is flexible, caters as much as possible to each student's individual needs, works with others to accomplish goals (other teachers and students, parents, etc.).

Job Descriptions

Title: Principal

Reports to: The Board of Trustees

The **Principal** is the instructional leader and manager of Flagship Community Charter School, and is ultimately responsible for ensuring that the school provides students with the skills, knowledge and experience necessary to succeed academically and socially. To do this, the principal must have the skills needed to adeptly facilitate and collaborate with faculty and staff; experience teaching using alternative pedagogy; ability to identify and use diagnostic and formative assessments; and ability to engage in and support classroom and organizational level inquiry to inform decision making.

Responsibilities:

- Implement educational program/curriculum development.
- Monitor the STEM program which will be an elective offered by FCCS.
- Monitor PBL to ensure engaging students and decreasing off track behavior
- Identify and apply effective instructional strategies.
- Use data to set high learning goals and increase student achievement
- Manage resources and operations to improve student learning
- Coordinate the hiring, retention, promotion, and dismissal of personnel.
- Coordinate the auxiliary services that support instruction.
- Establish productive relationships with parents and community.
- Implement a program for social and emotional development of students that goes beyond academics.
- Understand and effectively work within the legal framework provided by legislative mandate, bureaucratic regulation, and judicial decree.
- Must be informed of current trends in instruction.
- Provide appropriate staff development to support teachers in implementing curriculum and instruction change.
- Provide adequate resources to teachers for curriculum implementation.

- Communicate effectively with parents so the school’s curricular and instructional programs are relevant, understood and supported by the community.
- Incorporate all of these activities and understandings in a coherent plan that ultimately leads to improved student learning.

Minimum Qualification:

Ms.Ed. or Doctorate from an accredited college or university.

- At least 3 years paid educational leadership experience
- At least 5 years paid teaching experience or extensive experience working with students in Urban communities.
- Strong written and oral communication skills
- Relentlessness in the pursuit of excellence

Title: Chief Academic Officer

Reports to the Principal

The Chief Academic Officer (CAO) is an instructional, operational and strategic leader who sets the pace for pedagogy, instruction, delivery of lessons, and data driven instruction. The CAO will insure that teachers are supporting language development using SIOP lesson planning ; determine if students are meeting the expectations of the STEM based learning curriculum that FCCS uses an elective. The CAO is responsible for supporting and guiding teachers in developing units and lessons that meet the mission of the school. He/she/he must have strong skills in data analysis for creating targeted lesson to improve student performance.

Minimum Qualifications:

- A valid NYS teaching certificate
- A valid NYS SAS or SBL certificate preferred
- Masters Degree; minimum five years teaching, administrative experience a plus.
- Experience teaching grades 6-12 is preferred
- A proven record of successful leadership, coaching, and achievement

Preferred Qualities:

- Possess strong leadership and team skills
- Have superb organizational and self-management skills and be able to handle multiple responsibilities effectively
- Training in and implementation of the Common Core State Standards
- Experience with data analysis and using data to target instruction and inform decision making
- Experience in implementing STEM curriculum
- Experience working with , SIOP framework , Dual language experience a plus
- Proven track record of closing the achievement gap

Responsibilities:

1. Data Analysis and Curriculum Alignment

- Implement and support curriculum and assessment procedures as mandated by state and federal guidelines

- Working with other administrators in monitoring the STEM program
- Use data systems to organize and analyze data to be used by school staff to inform decision making, program modification and planning for targeted, differentiated instruction
- Monitor the pacing and implementation of the education program as outlined in the curricular framework
- Support and train content area teachers to increase their knowledge and level of comfort with data, as well as discuss data trends to inform program implementation, modification and planning for targeted and differentiated instruction
- Maintaining policies and practices for grading, reporting, and promotion
- Suggest methods by which to alleviate educational deficits and recommend resources in the development of academic intervention and academic enrichment services
- Be knowledgeable of special education identification process for students being referred to the learning specialist(s)

2. Professional Development

- Establish priorities and a schedule for school wide professional development framework for all content areas for short term and long term goals
- Work closely with the Principal to determine school-wide professional development needs, as well as the individualized professional development needs of staff members, to meet all network and school related goals.
- Provide a wide variety of instructional coaching focused on data analysis, best practices, and targeted and differentiated instruction, as well as high expectations for student achievement and behavior
- Research and provide access to professional development for teachers in order to achieve school-wide academic goals
- Assist teachers in the development and realization of Individual Professional Development Plans
- Establish a culture of constant observation, feedback, constructive criticism and reflection of teaching and learning as a profession

3. Operational Leadership

- Assist Principal in the development of an instructional budget
- Oversee use of materials and resource allocation
- Coordinate all state and school-based assessments
- Implement a test sophistication curriculum school wide

4. Fostering a Culture of High Academic Expectations

- Support teachers in developing parent workshops in all content areas and include parents in the ongoing process of planning and supporting special programs
- Host events and/or workshops for parents, teachers, or students that promote teaching and learning
- Support the teachers in developing field lessons to enhance the curriculum in all content areas

5. Staff Supervision and Evaluation

- Assists the principal in the supervision and evaluation of classroom instruction.
- Demonstrate objectivity in personnel evaluation using formal and informal observations
- Recruits, screens, and assists in the hiring, training, and evaluation of teachers
- Complete any other tasks or duties as assigned by the principal

Title: Director of Operations Reports to the Principal

The Director of Operations of the Flagship Community Charter School directs and manages the operational and financial affairs of our school.

Responsibilities

- Maintains the overall operational efficiency and the fiscal viability of FCCS
- Oversees the budgeting, marketing, reporting, payroll, benefits and insurance, facilities, and enrollment process and functions of the school
- Manages, updates and maintains accurate financial records, accounting functions, internal controls, audit and tax matters, and expenditures
- Prepares annual financial audits and presents findings to stakeholder groups, monitors and produces various financial reports for the Board of Trustees and external agencies.
- Assists with human resources needs including new applicant screening.
- Manages the implementation and maintenance of various information technologies
- Manages local, state and federal reporting and monitor requirements, working with external vendors, and service providers.
- Coordinates and supervise the collection of data required for preparing reports to the Chartering entity and other appropriate bodies
- Oversees all operational matters including breakfast and lunch, transportation, enrollment lotteries, health requirements and family newsletters.

Qualifications

- Experience with budgeting processes and accounting systems, QuickBooks for Nonprofits,
- Excel, Word, and PowerPoint.
- 4+ years of experience and concrete success managing the operations in a start up, nonprofit, or charter school organization.
- Preference is for candidates with an MBA. Will consider exceptional, experienced candidates with Bachelor's degree in business or accounting.
- Thorough, organized, detail oriented, strategic decision maker is a must.
- Strong written and spoken communication and presentation skills.

Title: Special Education Coordinator (*although not included in the current staff, FCCS is considering filling this position in the future as the number of Special Education teachers increase based on the student population*)

Reports to: Chief Academic Officer (CAO)

Responsibilities:

- Serve as a member of the Instructional Leadership Team
- Ensure all Special Education students receive all services as required by their IEP
- Serve as primary contact with the Committee for Special Education (CSE)
- Deliver applicable special education services throughout the school day, with support from additional special education teachers
- Coordinate for delivery of services from outside providers
- Deliver timely and relevant data on student progress to the School Leader
- Lead pull-out groups, as needed
- Serve as push-in classroom teacher, as needed
- Maintain all relevant records
- Meet with parents, providers and stakeholders to ensure proper certification for all students in need
- When possible, offer additional education support services to non IEP-Students

Qualifications

- Master's Degree in education, special education, or related field;
- Special Education Certification
- Proven ability to plan, organize, and direct special education programs and activities
- At least 3 years of teaching in an urban setting
- Knowledge of and the ability to interpret, apply, and explain current applicable laws, codes, regulations, policies, and procedures relating to special education programs
- Excellent oral and written communication skills; ability to prepare comprehensive narrative and statistical reports

Title: Special Education teacher (s)

Reports to CAO

Responsibilities:

- Supports the learning and achievement of students with disabilities, English language learners, and other struggling students
- Use data to identify students in need of remediation
- Plan instruction with general education teachers to ensure alignment
- Participate in all meetings related to placement and treatment of students
- Maintain complete record of services related to student's special needs

Qualifications:

- Bachelor's degree and teacher certification in special education
- High expectations for student learning and behavior
- Demonstrated success raising achievement of urban students
- Strong classroom management skills
- Commitment to rigorous education
- Familiarity with Core Knowledge curriculum
- Reflective and open to feedback with the desire to continually improve
- A team player undeterred by a fast-paced environment
- Ability to collaborate with other teachers to ensure alignment of instruction and services

- Demonstrated respect and concern for children and their parents and a passion for education
- Strong communication skills with parents
- Fluency in Spanish (preferred)
- Dual certification (preferred)
- STEM experience preferred

Title Administrative Assistant

Reports to the Principal and provides the necessary clerical responsibilities required for the administration of the school district in order to assure the smooth, efficient operation of the middle school office.

Responsibilities:

Perform general tasks such answering phones and delivering messages as necessary to Student / staff, and prepare daily announcements.

- Prepare monthly activity calendar and post on website
- Assist Principal as needed
- Maintain student add/drop information
- Assist teachers with grade program, import grades and print grade cards.
- Verify and check for accuracy on monthly time cards and tutoring sheets
- Coordinate and mail student progress reports
- Complete purchase orders for general and teacher supplies, verify bills and forward to Central Office for payment
- Deposit school activity money
- Circulate teacher checkout information at year-end and maintain information regarding inventory, grade books, supply orders for upcoming school year, room repairs and textbook lists.
- Maintain end of semester reports for honor roll, straight “A” list, certificates and trophies
- Maintain lists for end of year club & honors, certificates, scholarship awards, President Education awards, and coordinate award assembly
- Produce name list for eighth grade graduation and assist at ceremony
- Maintain enrollment and attendance information for summer school activities
- Prepare purchase orders for teacher orders for next school year, verify receipt of supplies and forward bills for payment

Qualifications:

- A minimum of a high school diploma or equivalent and experience in word processing, database, and spreadsheets.
- Knowledge of computer usage and modern office practices
- Effective communication techniques and procedures. Communicate effectively in oral and written form.
- Establish cooperative relationships in a calm and tactful manner
- Effectively carry out oral and written directions.

Title: Position: ESL Coordinator (*although not part of the current staff, FCCS is considering filling this position as the number of ELL teachers increase based on the ELL student population*)

Reports to CAO

- Responsibilities
- Provide direct and indirect instruction;
- Long and short-term planning addressing individual needs of students;
- Evaluate students' language acquisition progress;
- Provide an inviting, exciting, innovative, learning environment;
- Establish and maintain classroom management procedures;
- Prepare written reports accurately and submit in a timely manner;
- Effective consultation with parents, students, teachers, and administration;
- Effective professional liaison between school and home when necessary;
- Collaborate with content teachers in lesson planning
- Serve as advisors to students
- Conducts student entry assessments to determine level of English language knowledge and to assign students to appropriate class placement. (Coordinator position only)
- Communicates with Principal, CAO, and teachers to coordinate activities and programs, and exchange information regarding ELL students. (Coordinator position only)
- Coordinates the administration of the NYSESLAT. (Coordinator position only)
- Ensures that ELL state mandates are adhered to. (Coordinator position only)
- Collaborates with the CAO to organize faculty workshops on cultural sensitivity and awareness. (Coordinator position only)
- Collaborates with the CAO to create and review ELL curriculum (Coordinator position only)
- Perform other duties, as deemed appropriate, by the Principal or the Chief Academic Officer

Qualifications

- Master's Degree in ESL or related field; ELL Certification required
- Proven ability to plan, organize, and direct ELL programs and activities
- At least 3 years of teaching in an urban setting
- Knowledge of and the ability to interpret, apply, and explain current applicable laws, codes, regulations, policies, and procedures relating to ELL programs
- Excellent oral and written communication skills; ability to prepare comprehensive narrative and statistical reports

Position: ELL Teacher(s)

Reports to Chief Academic Officer

Responsibilities

- Ensure all ELL Students receive all services ,as needed
- Deliver applicable ESL services throughout the school day
- Deliver timely and relevant data on student progress to the School Leader
- Lead pull-out groups, as needed
- Serve as push-in classroom teacher, as needed
- When possible, offer additional education support services to non ELL-Students

- Design and plan lessons for SIOP
- Co-plan with all program teachers
- Implement and assume responsibility for program activities
- Maintaining and submitting all program related documents
- Use ongoing assessment to plan instruction
- Participate in additional professional development sessions related to the program
- Other duties and responsibilities that the program may require in accordance with the UFT Collective Bargaining Agreement

Qualifications:

- Master's Degree in ESL or related field on a path to receive a Masters Degree; ELL Certification required
- Proven ability to plan, organize, and direct ELL programs and activities
- At least 3 years of teaching in an urban setting
- Knowledge of and the ability to interpret, apply, and explain current applicable laws, codes, regulations, policies, and procedures relating to ELL programs
- Excellent oral and written communication skills; ability to prepare comprehensive narrative and statistical reports

Position: Dean of Students and Culture:

Reports to the Principal, and is crucial to the successful and efficient running of the Flagship Community Charter School: the Dean oversees all discipline, and is instrumental in building a culture of high expectations.

- Manage student emergencies and immediate safety issues
- Responsible for educating students and parents about school discipline policies
- Supervise the Student Honor Board in discipline hearings and other activities
- Communicate with parents following student removals and suspensions
- Build culture of high expectations and staff involvement
- Develop and implement student intervention plans
- Organize and manage case conferences involving cooperation with other pupil personnel workers, school personnel and community agencies
- Make referrals to high-quality public and private agencies with appropriate follow-up
- Manage other school support professionals, including the ability to coordinate, plan and lead in-service training
- Maintain appropriate school records and provides written reports and communications

Qualifications:

- Management and supervisory skill and/or training and experience
- Knowledge of adolescent behavior issues and psychology
- Knowledge of community agencies/programs that provide services for adolescents
- Deep concern for fostering constructive adolescent behavior, especially in support of academic achievement
- Bachelor's degree (Masters preferred)
- Teaching or education program experience preferred

- At least 3 years professional work experience, ideally in a charter school or other K-12 education organization
- Strong interpersonal skills
- Strong communication and presentation skills
- Proactive and creative problem solver
- Team-player capable of working both collaboratively and independently

Title: Social Workers/Guidance Counselors/Case Managers

Reports to the Principal and CAO

The Social Worker attends to the emotional and mental health of our students in the building by meeting one-on-one with students, establishing conferences with families, and serving as liaison between parents, the school and community organizations and setting the cultural tone of social support in the school. The Social Worker supports the social, emotional and behavioral development of students in the building.

Responsibilities

- Build and maintain connections with students, families, school and community
- Design and implement student growth plans that allow parents to speak with school about how to best support the academic and social development of students
- Identifies and assesses academic problems through analysis of factors impinging on student adjustment including factors in the home, school, and community.
- Develop community connections and support networks to refer students and families for Counseling/ mentoring
- Lead and create professional development sessions around adolescent development and effective parenting strategies.
- Serves as a liaison between families and the school to positively promote collaborative processes in educational planning for students by encouraging parent/guardian participation in the school setting.
- Strong leadership skills and a demonstrated capacity to work with urban youth
- Ability to train and supervise employees in classroom management, discipline and organization
- Determines and implements appropriate therapeutic strategies to effect changes in behavioral –social interactions of students and their families.
- Provides individual and group therapeutic counseling to students and their families.
- Provides parent/guardian educational workshops on identified issues related to child development, stress reduction, discipline and safety, and teacher/parent/student communication.
- Participates as a member of the IEP, SST, and other school based teams to develop interventions for promoting students’ academic success.
- Conducts home visits related to establishing communication and positive connections between the parent/guardian and school setting around identified issues.
- Completes risk assessments on referred students.
- Completes functional behavior assessments on identified students.
- Provides crisis intervention services

- Serves as liaison with community agencies and assists in fostering communication between schools, parents/guardians, and community leaders.
- Locates and mobilizes community resources to support the educational program.
- Maintain appropriate school records and provides written reports and communications

Qualifications

- Must have Master's Degree in Social Work, Counseling, Psychology or related field and at least two years experience counseling
- Excellent written and verbal communication skills
- Strong organizational ability

Position: General Education Teachers

Reports to CAO.

Responsibilities

- Ensure each classroom is a safe, respectful and rigorous learning environment
- Act as facilitator to project based learning
- Deliver exemplary direct and small-group instruction
- Deliver timely and relevant data on student progress to the School Leader
- Utilize all student information systems and grade-books, as requested
- Meet with parents both in and out of school, as needed
- Coordinate with ESL and Special Education Staff, as needed
- Implement effective uses of classroom technology
- Make meaningful contributions to school curricula
- Chaperone field trips
- Perform additional non-instructional duties

Qualifications:

- Masters Degree on a path toward a masters, and current certifications in specific content area or middle/high school education
- 3 years or more of teaching experience in an urban setting.
- STEM experience is a plus

Position: Teaching Assistants

Reports to CAO

Responsibilities include, but are not limited to:

- Ensure each classroom is a safe, respectful and rigorous learning environment
- Act as facilitator to project based learning
- Deliver small-group instruction and tutoring
- Assist all teachers as requested
- Collect timely and relevant data on student progress
- Meet with parents both in and out of school, as needed
- Coordinate with ESL and Special Education Staff, as needed
- In addition to all of the aforementioned, each Teaching Assistant will be assigned to other areas for targeted assistance (i.e., Curriculum Development, Technology, Operations)
- Implement effective uses of classroom technology
- Chaperone field trips

Position: Nurse

FCCS creates and maintains a safe, healthy and supportive academic environment. The nurse in the school monitors and attends to the physical health of the students in the building.

Responsibilities:

- Attend to the medical needs of students, and dispense medication
- Train staff on health related matters
- Maintain student health records, including immunization requirements
- Facilitate workshops and trainings for students, staff and parents on health related issues.

Qualifications:

- Must be a certified nurse preferably with middle school experience

Other levels of employment include:

- Custodians
- School aides
- Tutors
- Security guards

Evaluation Process for Teachers and Leadership Staff: Teachers will be evaluated using “The Framework for Teaching Evaluation Instrument,” a research-validated evaluation instrument for teachers, from Charlotte Danielson. This framework has four domains with 22 components that focus on planning and preparation, classroom environment, instruction, and professional responsibilities. Teachers will be introduced to the Danielson Framework for Teaching Evaluation during August of 2016 Teacher Academy, and will have a series of both formal and informal (walk-through) observations, which will be conducted by the principal and the Chief Academic Officer. Teacher effectiveness will be measured using the four domains and will be explored and enhanced during professional development. Teachers will be undergoing the process of evaluation, which includes a self-evaluation, using a rubric to determine the level of performance effectiveness for individual lessons. All formal observations will be maintained on file and teachers will have an end-of-year evaluation that rates them highly effective, effective, developing, or ineffective. The second criterion we will use at FCCS is student growth. All teachers will meet with the CAO to set instructional goals as well as student growth targets using data from the previous school year. For example, 6th grade teachers will use 5th grade NYS English Language Arts and Mathematics assessment results to determine their student growth targets. Additionally, teachers will set growth targets using summative assessments to measure various areas of potential student growth (IMPACT Math Assessments, STEM formative and summative assessments, FOSS Science Assessment, Teacher designed assessments, Terra Nova and NYSESLAT). The third criterion is based on Parent Involvement and Professional Development.

The rationale that drives these 3 evaluation categories stems from the believe that effective teachers are not only subject matter experts, but they are in touch with each of their student needs and their lesson plans and mode of lesson delivery reflects this reality. Via on-going student

assessments to determine their progress toward each educational goal, the evaluation process will assist Administration in arranging professional development training that meets the need of FCCS teachers. The ability of teacher to design and implement an effective lesson plan should translate into each student's ability to make positive progress toward his/her learning outcomes. Effective teachers create a safe and inviting environment in which they partner with students to create a Classroom Culture based on learning and mutual respect. The success of this approach should inspire our students to want to come to school because the classroom is an exciting and innovative space where students will learn new information and make the connection between knowledge and self-actualization. An effective Lesson Plan coupled with Lesson delivery and a positive Classroom Culture should result in Student Achievement meeting and/or exceeding New York State Educational Standards. Based on the outcome of these three evaluation categories the FCCS will partner with the New York City Center for Charter School Excellence to identify Professional Development opportunities that will strengthen the knowledge, skills, and ability of our instructional staff members. Teachers will be provided with all the necessary support that they need, but will be held accountable for their student's achievement, based on results on student growth, and standardized testing.

School Administrators' evaluation: The Board of Trustees will carry out an annual evaluation of FCCS that uses key instructional benchmarks, progress toward accountability goals, operational benchmarks, staff and parent satisfaction surveys and other criteria to measure the overall health of the school.

Principal Evaluation: The Board will evaluate the Principal once a year, using a Principal Performance Rubric, comparing the school's performance to stated goals and objectives, similar to the Danielson Framework. FCCS will utilize a Principal Evaluating Rubric developed by Kim Marshall. The Board will also complete a narrative assessment of the school leader's strengths and areas of growth, using the various data points on the rubric as the basis for drawing conclusions. The evaluation will be written primarily by the board president in conjunction with the Executive/Governance Committee, and will be provided to the principal for review in advance of his/her annual evaluation meeting.

The Board will evaluate the Chief Academic Officer (CAO) and Director of Operations using academic benchmarks in a similar fashion. Success of the STEM program will also be a factor in school administrator's evaluation. During the school start-up period, the Principal, CAO, and Director of Operations will work with the Board and if necessary, outside consultants to modify the Kim Marshall' rubric.

Overall, FCCS will design an evaluation process and tools that utilize data- driven measures and clear rubrics to assess performance of all staff. Aspects of the Danielson group's model will be employed in the evaluation of staff management positions, in particular, development of a Performance Plan. Leaders of FCCS will create individualized plans with the Board Chair to be regularly reviewed. Should the goals of the leaders not be realized, the Board Chair would establish an action plan with said leader(s) that include mentoring, increased monitoring and a timeline for improvement. The executive committee of the Board will be apprised of progress or lack thereof.

Table 1: Applicant Group Information

Table 1 is not counted toward the page limits

*Minimum of 5 members must be designated as Trustees

Applicant Group Member Name/Email Address	Current Employment	Relevant experience/skills and role on applicant group Key Words)	Proposed role (s) if any (Trustee, Employee, or None	Proposed Position on the board (e.g., officer, trustee, or constituent representative)	Length of initial term	Voting Member Y/N
Dennie Wilson [REDACTED]	NYC Department of Education Teacher	Education, Diplomacy, Fund raising, Community outreach and real estate. Lead Applicant	Trustee	Board Chair	3	Y
Francis Lewis [REDACTED]	NYC Department of Education Teacher	Education, Business & Finance, Accounting, Real Estate, Data Analysis Lead Applicant	Trustee	Officer	3	Y
Dr. Owen Brown [REDACTED]	CUNY Professor	Education, Business, Grant Writing, Leadership and Organizational Development.	Trustee	Officer	2	Y
Lilbert Ephraim [REDACTED]	NYC Department of Education Special Education Teacher	Curriculum Development	Trustee	Trustee	2	Y
Thomas Russack [REDACTED]	Director of Historic Preservation Engineer	Facilities Operations	Trustee	Trustee	2	Y
Dr. Rao Addagada [REDACTED]	President of Spartan Medical College	Fund Raising	Trustee	Trustee	1	Y
Dr. Basil E. McPherson [REDACTED]	Sr. DMin Bushwick Family Ministries	Community Outreach, Fundraising	Trustee	Trustee	1	Y
Principal	TBD	Day-to-day School	Employee	Ex-officio	N/A	N

TBD		Operation					