

Charter School of Educational Excellence

260 Warburton Avenue, Yonkers, New York 10701

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www.charterschoolofeducationalexcellence.org

Renewal Charter Application for Charter School of Educational Excellence

Prepared for:

**The Charter School Office
New York State Education Department
89 Washington Avenue, Room 471 EBA
Albany, New York 12234**

Requesting Renewal Term: (5 years)

Renewal Period: 2013-2018

Eduardo LaGuerre, Board Chairman

Catalina Castillo, Principal

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Charter School of Educational Excellence

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August 10, 2012

Charter School Office
New York State Department of Education
c/o Vickie Smith, Regional Associate
89 Washington Avenue, Room 471EBA
Albany, NY 12234

Dear Ms. Smith,

On behalf of the Charter School of Educational Excellence's (CSEE) Board of Trustees, it is with great pleasure that I submit this renewal application. The current charter term has been a period of tremendous growth for the school, our students, staff, and the families that we serve. In the past three years, our school has expanded to include a seventh and eighth grade, our facility has undergone an ambitious expansion in order to house the newly served grades, and we have consistently outperformed the Yonkers City School District and the State of New York on the English Language Arts and Mathematics exams. Additionally, in 2010, CSEE was named the International Reading Association's New York State Exemplary Reading Program Award winner and in that same year became a validated School for Best Practices in Literacy by the S3TAIR Project. Designated to replicate its literacy model; CSEE shares its best practices as mentors to schools in need of improvement in Wappinger Falls, NY.

Furthermore, the school has acted in a fiscally responsible manner, providing all of the required financial documents on time, while not defaulting on a single debt. The foremost financial highlight of the current charter term was securing the funding required in order to finance the school's expansion project.

CSEE's fundamental belief is that ALL CHILDREN CAN LEARN. Our mission has been, and continues to be, to produce students who meet or exceed all New York State learning standards. CSEE does this by creating a challenging learning environment with high expectations for every child with an emphasis on the basic subject areas of English Language Arts, Mathematics, Social Studies, and Science. The school employs standards-based and research-proven curriculum, implements best educational practices, uses a variety of assessments to measure on-going student progress in skills and content learning, and supports teachers with professional development opportunities that is aligned to the instructional program. CSEE's emphasis on basic subjects will give students a strong academic foundation that will allow them to become critical thinkers and life-long learners. The school also exposes students to a diverse curriculum that promotes appreciation of Art, Music, and cultural awareness. The Charter School of Educational

Excellence provides a safe and nurturing environment for all students and fosters a strong partnership with families and the community.

The school utilizes project-based learning strategies that focus on problem solving in a modern classroom setting. Technology is an integral part of instruction and learning for both teachers and students. Additionally, CSEE employs a data driven instructional environment where every teacher uses assessment data and progress monitoring to design individualized student success plans and implement instructional strategies that address the individual learning needs of every student.

In closing, it has been a great honor to serve as the chairman of CSEE's Board of Trustees since the inception of the school. I have had the privilege to be part of and be a witness to the hard work and commitment it takes to create a successful school. I look forward to another charter term of enthusiastic commitment from our students, staff, families, and board. Thank you in advance for your consideration in this application.

Sincerely,

A handwritten signature in blue ink, appearing to read "Eduardo LaGuerre". The signature is fluid and cursive, with a large initial "E" and "L".

Eduardo LaGuerre
Chairman, Charter School of Educational Excellence

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1. Is the school an academic success and able to operate in an educationally sound manner?

a. Academic Performance Goals

Goal 1: All students at the school will become proficient in reading and writing of the English language.

Because CSEE has met each of the three measures discussed in detail below, we deem that the school has met the first of our charter-specific performance goals.

Measure 1: Absolute Proficiency

Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two¹ or more years will perform at or above Level 3 on the New York State English Language Arts (ELA) Assessment.

| PERCENTAGE OF CSEE STUDENTS PERFORMING AT OR ABOVE LEVEL 3 ON THE NEW YORK STATE ENGLISH LANGUAGE ARTS (ELA) ASSESSMENT EXAM² | | | | |
|---|------------------|------------------|------------------|------------------|
| GRADE | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| 3 | 93.2 | 79.7 | 64.4 | 72.5 |
| 4 | 88.2 | 72.7 | 91.2 | 83.3 |
| 5 | 73.0 | 53.7 | 73.8 | 78.6 |
| 6 | 100 | 72.0 | 71.4 | 94.3 |
| 7 | N/A | N/A | 77.3 | 63.5 |
| 8 | N/A | N/A | N/A | 63.2 |

While the school has failed to meet its stated goal of 75% of students performing at a proficient level on the state ELA exam, it should be noted that following the 2008-2009 ELA exam, New York State raised the scoring levels on the ELA exam, thus requiring students to perform at a higher level in order to achieve proficiency on the ELA exam than when the charter and first renewal were written. The result of the state raising the scoring levels was an across the board numbers drop in the percentage of students performing at a proficient level, as evidenced not only by the percentage of students testing at a proficient level on the state ELA exam at CSEE, in Yonkers City School District, and across New York State.

It is worth noting and should be acknowledged that the school has met or came within five percentage points of the stated goal of 75% of students performing at or above level three on the ELA exam in 11 of the 15 exams taken since the heightened requirements for proficiency on the ELA exam was introduced by the state. Further, CSEE is able to achieve these results and outperform the Yonkers City School District with a free and reduced lunch population of 84%, 15 percentage points higher than the Yonkers City School District's average.³

With that in mind, it should also be noted that in March 2010, CSEE was named the International Reading Association's New York State Exemplary Reading Program Award winner. This award is given annually to one school from each of the participating states and provinces. As a result of winning this award, CSEE's educational program served as a model to schools across New York

¹ A student will be considered enrolled for two or more years if he enrolled on or before the date two calendar years prior to that of the first date of the test.

² Test scores are confirmed with the school and the State Education Department's website, through the link provided at <http://www.p12.nysed.gov/irs/ela-math/>. Please note that these scores are a representation of all of CSEE's students, not just those who were enrolled at the school for two or more consecutive years as the measure indicates.

³ The information is taken from the 2010-2011 report cards, the most recent reports available at the time of this applications writing. The information was taken from: <https://reportcards.nysed.gov>.

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State in the 2010-2011 school year.

Finally, it is our opinion that the school has met the goal stated in the school’s charter and first renewal, when applying the pre-revision scoring rubric to the scores taken after the 2008-2009 exam. Stated in a different manner, had CSEE’s ELA scores been adjudicated by the measures that were in place at the time of the school’s charter or first renewal, it is fair to estimate that each grade would have met and exceeded the goal of 75% of students performing at or above level 3 on the state ELA exam. While the school will not be satisfied until 100% of our students are performing at a proficient level on every exam, our scores have consistently placed our school among the highest performing charter schools in the state.

Measure 2: Comparative Proficiency

Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State ELA Assessment will be greater than that of the local school district⁴.

Measure 2 is not an absolute measure; rather, it is a comparative measure where the charter school will compare its proficiency against that of the local school district. While it is possible that the charter school could meet this comparative measure "if (for example) it has only one percent of its students at or above Level 3 and the district has zero percent," the school would still be far from meeting Measure 1, its absolute measure (75% of students enrolled for a reasonable length of time at Level 3 or 4). Likewise, in this circumstance, the school would also be far from meeting Measure 3 of this goal, its value-added measure.

Having multiple measures for the goal--in particular an absolute measure separate from the comparative measure--ensures that, in the scenario where the school district has very poor proficiency, there will not be "a distinction without a difference, in absolute terms."

| DIFFERENCE, IN PERCENTAGE POINTS, OF CSEE STUDENTS PERFORMING AT OR ABOVE LEVEL 3 ON THE NEW YORK STATE ENGLISH LANGUAGE ARTS (ELA) ASSESSMENT EXAM COMPARED TO THE YONKERS CITY SCHOOL DISTRICT⁵ | | | | |
|---|------------------|------------------|------------------|------------------|
| GRADE | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| 3 | 23 | 35.5 | 20.9 | 28.2 |
| 4 | 20.7 | 27.5 | 48.7 | 40.8 |
| 5 | .2 | 15.1 | 33.2 | 30.1 |
| 6 | 34.6 | 29.7 | 29.5 | 48.8 |
| 7 | N/A | N/A | 46.7 | 34.7 |
| 8 | N/A | N/A | N/A | 29.3 |

⁴ “District” is defined as Yonkers City School District.

⁵ Test scores are confirmed with the school and the State Education Department’s website, through the link provided in footnote 3. Please note that these scores are a representation of all of CSEE’s students, not just those who were enrolled at the school for two or more consecutive years as the measure indicates.

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| DIFFERENCE, IN PERCENTAGE POINTS, OF CSEE STUDENTS PERFORMING AT OR ABOVE LEVEL 3 ON THE NEW YORK STATE ENGLISH LANGUAGE ARTS (ELA) ASSESSMENT EXAM COMPARED TO THE NEW YORK STATE AVERAGE⁶ | | | | |
|---|------------------|------------------|------------------|------------------|
| GRADE | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| 3 | 17.4 | 25 | 8.5 | 16.9 |
| 4 | 11.3 | 15.9 | 34.5 | 24 |
| 5 | -9.2 | 1.3 | 19.9 | 21 |
| 6 | 19.1 | 17.9 | 15.7 | 38.6 |
| 7 | N/A | N/A | 29.4 | 11.1 |
| 8 | N/A | N/A | N/A | 12.9 |

CSEE has outperformed the Yonkers City School District at each comparable grade level every year since the 2008-2009 school year, the year in which the school received its first 5-year renewal, according to the information made available by the New York State Education Department's website⁷. The difference in scores is vast. In the 19 comparable exams presented in the first chart above, the gap between CSEE and the district was at least 15 percentage points in all but one exam. Indeed, in four of the nineteen exams, CSEE doubled the district's average of students performing at or above proficiency.

Further, CSEE has outperformed the state average in eighteen of the nineteen comparable exams listed in the second chart above (the exception being the 2008-2009 fifth grade score, in which the state average was 82.2%, less than 10 percentage points above CSEE). The difference between the percentage of CSEE students performing at a proficient level and the state average is also quite vast. In the nineteen exams presented above, CSEE has outperformed the state by at least 11 percentage points in 16 of the 19 exams between the 2008-2009 school year and the 2011-2012 school year. Although charter schools' state exam results are traditionally compared and scrutinized to the district in which they are located, it is remarkable that a school which has a free and reduced lunch population that is 35 percentage points higher than the state average⁸ consistently has a higher percentage of students performing at a proficient level.

CSEE has without doubt met and exceeded the comparative proficiency measure. Not only has the school surpassed the benchmark expectation of outperforming the district average, CSEE has consistently outperformed the state's average score on the ELA exam since receiving its first renewal.

Measure 3: Value Added to Student Learning

Each year, grade-level cohorts of the school's students will reduce by one-half the gap between their baseline performance⁹ and 75 percent of students scoring at or above Level 3 on the state ELA Assessment. If a cohort's baseline performance was above the objective, the cohort will maintain or increase its performance on the next administration.

For the purposes of this measure, the scores from the 2008-2009 ELA will not be analyzed due to the fact that the state amended the scoring process between the 2008-2009 and 2009-2010 examinations.

⁶ Test scores are confirmed with the school and the State Education Department's website, through the link provided in footnote 3. Please note that these scores are a representation of all of CSEE's students, not just those who were enrolled at the school for two or more consecutive years as the measure indicates.

⁷ <http://www.p12.nysed.gov/irs/ela-math/>

⁸ According to the report cards made available by the State Education Department at <https://reportcards.nysed.gov/>.

⁹ "Baseline performance" on the State ELA assessment is defined as the percentage of students scoring at or above Level 3 on the previous year's administration.

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That said, in the few instances where 75% of CSEE’s students did not perform at Level 3 or above on the State ELA Assessment exam, the gap was reduced by at least half from the previous year’s performance and the 75% mark on the following year’s exam. For example, in the 2009-2010 school year, 72.7% of the 4th grade students tested at level 3 or above. However, in the following year, 73.8% of those students tested at a proficient level as 5th grade students, meeting the required improvement of 1.1 percentage points. The previous example was the smallest percentage point increase in a group of students failing to meet the 75% threshold during the renewal term. Also on the 2009-2010 exam, 53.7% of CSEE’s 5th grade students performed at level 3 or above on the ELA exam. However, the following year, 71.4% of those students performed a proficient level. By the benchmark set under this measure, a 10.6 percentage point improvement was required. The following year the percentage of students performing at or above level 3 on the state ELA exam increased by over 17 percentage points.

In every instance in which CSEE students needed to reduce the gap between their baseline performance and 75% of students performing at or above Level 3 on the state ELA exam, the gap was reduced by at least the requirements stated in the charter and in many instances, far greater than the expressed goal. Therefore, CSEE has met this goal.

Goal 2: All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

Because CSEE has met each of the three measures discussed in detail below, we deem that the school has met the second of our charter-specific performance goals.

Measure 1: Absolute Proficiency

Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two¹⁰ or more years will perform at or above Level 3 on the New York State Mathematics Assessment.

| PERCENTAGE OF CSEE STUDENTS PERFORMING AT OR ABOVE LEVEL 3 ON THE NEW YORK STATE MATHEMATICS ASSESSMENT EXAM¹¹ | | | | |
|--|------------------|------------------|------------------|------------------|
| GRADE | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| 3 | 100 | 78.3 | 67.1 | 71.0 |
| 4 | 96.0 | 95.5 | 75.4 | 89.7 |
| 5 | 91.2 | 57.4 | 69.0 | 86.2 |
| 6 | 94.7 | 84 | 49.0 | 92.5 |
| 7 | N/A | N/A | 77.3 | 73.1 |
| 8 | N/A | N/A | N/A | 84.2 |

While CSEE has not met the stated goal of 75% of students performing at or above level 3 on the state mathematics exam, the school has come extremely close. As stated in the previous subsection, prior to the 2009-2010 school year, New York State raised the scoring ranges required to perform at a proficient level on the state assessment exams. With that in mind, only 6 of CSEE’s 19 testing grades

¹⁰ A student will be considered enrolled for two or more years if he enrolled on or before the date two calendar years prior to that of the first date of the test

¹¹ Test scores are confirmed with the school and the State Education Department’s website, through the previously cited link. Please note that these scores are a representation of all of CSEE’s students, not just those who were enrolled at the school for two or more consecutive years as the measure indicates.

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fell short of making the goal of 75% of students performing at or above level 3 since receiving our first renewal. With this information in mind, it should be noted that CSEE has out performed the state at each comparable grade level in 17 of the 19 state math exams during the first renewal period. Comparative analysis will be further analyzed in the next subsection, “Measure 2: Comparative Proficiency.”

It is our opinion that CSEE has met the goal stated in the school’s charter and first renewal, when adjusted for the revised scoring methods. As previously stated under Goal 1, if the exams taken after the 2008-2009 school year were scored using the same rubric as the 2008-2009 exam, it is fair to estimate that each grade would have met and exceeded the goal of 75% of students performing at or above proficiency on the state math exam. Thus, the school would have met the goal as stated at the time the charter and first renewal were awarded. While the school will not be satisfied until 100% of our students are performing at a proficient level on every exam, our scores have consistently placed our school among the highest performing charter schools in the state. That said, the growth and progress our students have shown cannot be denied in the face of an amended measuring tool.

Measure 2: Comparative Proficiency

Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State Mathematics Assessment will be greater than that of the local school district².

| DIFFERENCE IN THE PERCENTAGE OF CSEE STUDENTS PERFORMING AT OR ABOVE LEVEL 3 ON THE NEW YORK STATE MATHEMATICS ASSESSMENT EXAM COMPARED TO THE YONKERS CITY SCHOOL DISTRICT¹² | | | | |
|---|------------------|------------------|------------------|------------------|
| GRADE | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| 3 | 11.5 | 29.2 | 22.2 | 20.3 |
| 4 | 15.8 | 46.9 | 27.4 | 33 |
| 5 | 11.8 | 13.6 | 25.5 | 36.8 |
| 6 | 28.2 | 41.1 | 11.2 | 43.3 |
| 7 | N/A | N/A | 37.2 | 34.3 |
| 8 | N/A | N/A | N/A | 49.3 |

| DIFFERENCE IN THE PERCENTAGE OF CSEE STUDENTS PERFORMING AT OR ABOVE LEVEL 3 ON THE NEW YORK STATE MATHEMATICS ASSESSMENT EXAM COMPARED TO THE NEW YORK STATE AVERAGE¹³ | | | | |
|---|------------------|------------------|------------------|------------------|
| GRADE | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| 3 | 7.1 | 19.2 | 7.5 | 9.9 |
| 4 | 8.8 | 31.7 | 8.8 | 20.5 |
| 5 | 3.2 | -7.3 | 2.7 | 19.3 |
| 6 | 11.7 | 22.7 | -13.9 | 27.5 |
| 7 | N/A | N/A | 12.7 | 8 |
| 8 | N/A | N/A | N/A | 22.9 |

¹² Test scores are confirmed with the school and the State Education Department’s website, through the previously cited link. Please note that these scores are a representation of all of CSEE’s students, not just those who were enrolled at the school for two or more consecutive years as the measure indicates.

¹³ Test scores are confirmed with the school and the State Education Department’s website, through the previously cited link. Please note that these scores are a representation of all of CSEE’s students, not just those who were enrolled at the school for two or more consecutive years as the measure indicates.

CSEE has outperformed the Yonkers City School District at each comparable grade level every year since the 2008-2009 school year, the year in which CSEE received its first 5-year renewal, according to the information made available by the New York State Education Department's website¹⁴. The difference in scores is vast. In the 19 comparable exams presented in the first chart under measure 2, the gap between CSEE and the district was at least 11 percentage points. Indeed, in 8 of the 19 exams, CSEE outperformed the district by at least 30 percentage points.

Further, CSEE has outperformed the state average in 17 of the 19 comparable exams listed in the second chart of this subsection. The difference between the percentage of CSEE students performing at a proficient level and the state average is also quite vast. In the nineteen exams presented above, CSEE outperformed the state by at least 11 percentage points in 9 of the 19 exams between the 2008-2009 school year and the 2011-2012 school year. Although charter schools' exam results are traditionally compared and scrutinized to the district in which they are located, it is remarkable that a school which has a free and reduced lunch population that is 35 percentage points higher than the state average¹⁵ consistently has a higher percentage of students performing at a proficient level.

CSEE has without doubt met and exceeded the comparative proficiency measure. Not only has the school surpassed the benchmark expectation of outperforming the district average, CSEE has consistently outperformed the state's average score on the state math exam since receiving its first renewal.

Measure 3: Value Added to Student Learning

Each year, grade-level cohorts of the school's students will reduce by one-half the gap between their baseline performance¹⁶ and 75 percent of students scoring at or above level 3 on the state math exam. If a cohort's baseline performance was above the objective, the cohort will maintain or increase its performance on the next administration.

For the purposes of this measure, the scores from the 2008-2009 exam will not be analyzed due to the fact that the state amended the scoring process between the 2008-2009 and 2009-2010 examinations. That said, in the few instances where 75% of CSEE's students did not perform at Level 3 or above on the math exam, the gap was reduced by at least half from the previous year's performance and the 75% mark on the following year's exam in all except one instance. In the 2009-2010 school year, the percentage of students performing at or above level 3 on the state math exam was 57.4%, 17.6 percentage points below the stated goal. The following year, as sixth grade students, the percentage of students performing at or above level 3 fell to 49%, 26 percentage points below the stated goal. However, it should be noted that when this group took the math exam as seventh grade students in the 2010-2011 school year, 73.1% performed at level 3 or above. This marked a 15.7 percentage point improvement from the time they took the exam as fifth grade students and an 24.1 percentage point improvement from when they took the exam as sixth graders.

In the 2010-2011 school year, 69% of CSEE's fifth grade students performed at level 3 or above on the math exam, a 26.5 percentage point drop from the percentage of students testing at level 3 or above as fourth grade students. However, in the 2011-2012 school year, this group improved 23.5 percentage points over the previous year, with 92.5% performing at or above level 3 on the math exam.

¹⁴ <http://www.p12.nysed.gov/irs/ela-math/>

¹⁵ According to the report cards made available by the State Education Department at <https://reportcards.nysed.gov/>.

¹⁶ "Baseline performance" on the State Mathematics assessment is defined as the percentage of students scoring at or above Level 3 on the previous year's administration.

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In all but one instance in which CSEE students needed to reduce the gap between their baseline performance and 75% of students performing at or above Level 3 on the state ELA exam, the gap was reduced by the requirements stated in the charter and in many instances, far greater than the expressed goal. In the one instance where the school failed to meet this goal, the increase in students testing at or above level 3 on the math exam improved drastically during the following year. Therefore, we feel that CSEE has met this measure.

Goal 3: All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

| PERCENTAGE OF STUDENTS PERFORMING AT OR ABOVE LEVEL 3 ON THE NEW YORK STATE SCIENCE ASSESSMENT EXAM¹⁷ | | | | |
|---|------------------|------------------|------------------|------------------|
| GRADE | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| CSEE 4 TH GRADE | 100 | 100 | 98 | N/A |
| YONKERS CITY SCHOOL DISTRICT 4 TH GRADE | 84 | 83 | 80 | N/A |
| NEW YORK STATE 4 TH GRADE | 88 | 88 | 88 | N/A |

Measure 1: Absolute Proficiency

Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two¹⁸ or more years will perform at or above Level 3 on the New York State Science Assessment.

As indicated in the chart above, CSEE has exceeded this measure in all of the years in which the data is available. Therefore, the school has met this measurement.

Measure 2: Comparative Proficiency

Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State Science Assessment will be greater than that of the local school district¹⁹.

As indicated in the chart above, CSEE has exceeded this measure in all of the years in which the data is available. Therefore, the school has met this measurement.

In conclusion, because the standards of the first and second measurement have been met, this goal has been achieved.

Goal 4: All students at the school will demonstrate competency in the understanding and application of social, geographical, civic and world studies.

This goal cannot be measured as the New York State Social Studies Assessment was discontinued during the first year of the current charter term.

Measure 1: Absolute Proficiency

¹⁷ The results of the science exams were taken from the State, Yonkers City School District, and Charter School of Educational Excellence report cards, available at: <https://reportcards.nysed.gov>

¹⁸ A student will be considered enrolled for two or more years if he enrolled on or before the date two calendar years prior to that of the first date of the test.

¹⁹ “District” is defined as Yonkers City School District.

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Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two¹ or more years will perform at or above Level 3 on the New York State Social Studies Assessment.

Measure 2: Comparative Proficiency

Each year, the percentage of students who have been continuously enrolled in the school for two²⁰ or more years and who perform at or above Level 3 on the State Social Studies Assessment will be greater than that of the local school district²¹.

Goal 5: The school will demonstrate academic success by making adequate yearly progress as required by NCLB

Measure 1

Each year, the school will be designated in “Good Standing” under the Federal Title I component of the state’s “school accountability system.”

CSEE has been designated as a “Good Standing” school under the Federal Title I component of the state’s “school accountability system” each year of the current charter term.

b. Curriculum

Scope And Content Of Educational Program

The scope and content of our educational programs operationalize our mission and philosophical base through a NYS Standards driven curriculum that seeks to engage students in rigorous courses of study and student work products.

To achieve this purpose, our standards-based curriculum is research proven, The curriculum essentials are:

- Comprehensive Literacy – components of balanced literacy, authentic texts, basal supplements; Explicit writing
- Core Knowledge –thematic curriculum based on ED Hirsch Jr. ’s Core Knowledge supplemented by the McGraw-Hill Science Series as a resource
- Problem-solving Mathematics Curriculum – Everyday Math Program
- Inquiry-oriented Science with the McGraw-Hill Science, Science as a resource
- Second language development utilizing Viva El Espanol by McGraw-Hill
- Creative, Thematic Enrichment – Arts, Activities, Physical & Health

We will continue to provide teaching and learning in a setting of:

- a longer school day,
- in the early childhood grades each teacher receives an assistant to help with the literacy program
- critical attention to best practices in the delivery of instruction,
- data analysis usage to guide instructional decisions,
- attention to differentiation of instruction and intervention as needed
- on-going monitoring of students to gauge progress

²⁰ A student will be considered enrolled for two or more years if he enrolled on or before the date two calendar years prior to that of the first date of the test

²¹ “District” is defined as Yonkers City School District.

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Our CSEE curriculum design is under-girded by principles of: curricula alignment to standards, assessment/analysis, best practices, exemplary practices, core skills, literature & character development.

We hope to meet the demand of our parent body by providing after-school programs that engage the students in a variety of ways. Through a grant from Entergy Nuclear, we were able to provide a science after-school program and look to build further partnerships to enhance or educational program.

Curriculum Aligned To NYS Learning Standards

The CSEE K-8 curriculum is directly aligned to NYS Learning Standards across the eleven content areas depicted in attached. CSEE has instituted the following non-traditional teaching methods in order to think “out of the box” in an attempt to raise student achievement.

- Blocked scheduling (increases uninterrupted time on task)
- Push In support during ELA and Mathematics Blocks (smaller student to adult ratio to effectively tend to student needs)
- After School Programs (Social Studies, ELA, Math, and Science --- increases uninterrupted time on task/enrichment activities)
- Interactive Smartboards (utilization of modern technology to streamline informational delivery and increase student interactivity with course material)

CSEE will use several strategies to serve students at-risk of academic failure including response to intervention, and the deployment of reading specialists to support student literacy development.

Comprehensive Literacy

Currently, CSEE’s approved charter states that the school is implementing a Comprehensive Balance Literacy Program. CSEE uses an outdated basal Scott Foresman Reading as a resource for literacy instruction. CSEE intends to continue the implementation of a Comprehensive Balanced Literacy Program, but requests permission to change to a different basal reading program in grades K-6 published by Houghton Mifflin Harcourt. This program is proven and research based and aligned to Common Core State Standard, as well as, Response to Intervention methodology. Please note that the Board of Trustees on voted and passed this resolution on March 19, 2012.

Response to Intervention

CSEE will serve the needs of struggling students through the use of Response to Intervention (RTI), a three-tiered approach to meet the needs of all students. Tier I interventions take place at the classroom level and involve differentiation of instruction by the regular classroom teacher. A school data team will interpret assessment data and highlight areas of strength and weaknesses. In areas where weaknesses are identified, the classroom teacher will design differentiated means of instructing or assessing students to support individualized growth. Student performance will be monitored to assess the effectiveness of interventions and additional supports that may be required.

Students who score below level on the assessments will receive Tier II interventions from a Title I teacher. Title I teachers will target group interventions that support the school’s core curricular programs throughout the school day in their classroom in a push-in/pull-out model. Each Title I teacher will be responsible for developing an Academic Intervention Plan (AIP) for each Title I student and will be responsible for providing reports on the progress of each Title I eligible student, including notification of when a particular student no longer requires services. A folder containing

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the AIP, progress reports, student data, student work and weekly intervention tracking forms (which highlight the interventions used) will be kept for each student.

Any Tier II student who continues to struggle receives Tier III interventions, which involves intensive remedial instruction through the use of an alternate curriculum that provides individualized and explicit instruction. Highly qualified staff members pull out students to receive these services. A pupil personnel committee, consisting of multiple staff members such as Title I and/or Special Education staff, the school principal, and other designated teachers, assess student progress monthly or bi-monthly as needed.

Strategic Deployment of Reading Specialists

Current research shows that 30 percent of young adolescents leave the primary grades without basic reading skills (Showers, Joyce, Scanlong & Schnaubelt, 1998, p. 27). This fact, coupled with our expectation to have a large number of recently immigrated students with limited English proficiency from the various immigrant communities on Staten Island, led our board to the decision to focus on reading skills across all curriculum areas for all students. We expect that our students will benefit greatly from more intensive assistance in developing strong reading skills.

As a supplement to English language arts instructors, CSEE's staffing plan is designed to include a designated reading specialist. CSEE's reading specialist will help build staff capacity on *how* to teach reading in ELA and across the curriculum - both to struggling students and those who are reading at or above grade level but that can still extend their literacy learning. The reading specialist will also provide direct support to students through push-in/pull-out services.. At CSEE, reading will be a focus across in all content areas.. Our reading specialists will support classroom teachers in implementing successful reading strategies in their subject matter content.

Curriculum Development

Phase 1: Creating a Vision Map:

This phase of the process will begin with a deep unpacking of the charter application including the curriculum crosswalks with State content and skills standards. The team will become familiar with the applied learning performance standard. They will explore the school's vision and identify ways to create transparency of the vision of the school with the school's culture and curriculum. Once there is full understanding of these important components, the team will determine the exit criteria, performance assessments and rating benchmarks for different courses and work backwards to map the big picture/themes of the content areas for each year.

Phase 2: Curriculum Maps/Year at a Glance:

Working backwards from the vision map, the teachers will create a ten-month curriculum map following the work of Heide Hayes Jacobs and Susan Udelhofen. This curriculum map will delineate the monthly targets for the big picture for each content area. Teachers will develop maps for each class.

The Maps will serve the following purpose:

- Maps will be used in both the unit planning process and the development of lessons
- Maps will provide teachers with an opportunity to determine when and how skills will be taught
- While curriculum maps are being developed, staff can gain information about ongoing work throughout the school, identify curriculum gaps, target potential areas for integration, match assessment with standards, and review for timeliness
- Teachers will learn to develop Essential Questions.

Phase III: Unit Planning:

Teachers will be introduced to the Understanding by Design (Wiggins, G., and McTighe.J.) model of planning. Units will be developed for about six weeks. The focus of the plan is to identify an exit project that will provide students with an opportunity to apply their learning to a real world situation and to make connections between content areas, time, and current situations.

Steps in this process include:

- Compress individual content standard strands into a unified themed direction with an essential question.
- Determine a project for the unit that measures skill progress in the content area.
- Associate needed resources and materials for executing the unit.
- Using the curriculum map, teachers will chart out the sequence of lessons for the unit working backwards from the end assessment/project.
- The unit is checked to ensure that content is covered and skills are incorporated.
- Teachers will create a rubric for the unit end outcome/assessment.

Phase IV: Daily Lesson Plan Development:

Teachers will receive professional development in the process of planning a lesson. A lesson plan format will be developed and teachers will be coached on their development and implementation of lessons. Teachers will have an opportunity to share lessons and provide support to each other during common planning time, meetings with content area coaches and consultants, and meetings and observations conducted by the Principal. Some components to be included:

- Using the unit plan and the curriculum map as a guide, teachers will develop the lessons.
- Daily lessons will include a listing of questions that will support high order thinking that are deliberate and focused on ensuring that students think, apply information, make connections, support ideas with evidence from text, etc.
- After the lesson is conducted, teachers will be encouraged to reflect upon the lesson and to note down what students know and understand and how the teacher knows (evidence). The teacher will make notes on the lesson to identify successful components and to note thoughts on improving the lesson for future modification.
- Student exemplars of the lesson outcomes are copied and attached to the lesson.
- Lesson is stored on computer and some student work samples are stored in student folders for use when discuss student interventions and planning to improve lessons.

Phase V: Curriculum Review

Starting about the end of April each school year, teachers will be allotted opportunity during common planning time and early student release time to do the following to review curriculum maps, and units:

- Review school interim assessments and assessment data and see where changes are needed in Curriculum map, Unit Plans and Accountability Measures and Benchmarks. Identify how this review will impact on school's goals for continuous improvement.
- Review curriculum units, maps and lessons to identify focus for following year and make adjustments and changes based on review and student needs.
- Review daily lesson plan binder and adjust lessons that might be repeated to insure student success.
- Provide topics needed to be address as part of Pre-Service and develop a professional development plan.

The process begins again. Less work will be needed on the Vision Map but it should be revisited at

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the beginning of the year during pre-service when new staff is added. The process is an ongoing process.

c. Instruction

Different & Innovative Teaching Methods

In renewal, having staff that are armed and skilled with a toolkit of strategies and methods that they can execute with confidence continues to be a major goal (and focus of our professional development). Going forward CSEE will build teachers' capacity, through ongoing staff development, to use varied and innovative teaching methods. Innovative uses of strategies are intended to meet the academic needs of all children. The ability to employ teaching methods aligned to what is appropriate for students' learning styles and skill needs in the different subjects are critical to student success. Hence, in the next five years, it will refine the 'processes' for building teacher capacity. Ongoing professional development will support teachers' utilization of different methods that will demonstrate CSEE's ability to function on a quality level in the delivery of instruction. The teaching methods will continue to include inquiry-oriented instruction, explicit instruction, cooperative learning, individualized and small group instruction, and project-based learning. Teachers will engage in a system of continuous improvement including but not limited to:

- Professional Improvement Plans
- Strategic Achievement Plans
- Coaching & Modeling
- Grade team meetings
- Data meetings between teachers

As teachers expand proficiency in awareness and skill of a 'toolkit' of exemplary methods, they will concurrently learn when and how to use practices to insure the continuous improvement of every student.

Differentiated Instruction

Teachers will create tiered assignments to address the needs of the diverse student population in the school. Teachers will differentiate coursework in terms of process/activities, content/topic interests, product and learning styles.

Our professional development priorities are designed to support our staff in a variety of areas to ensure that they feel supported and remain motivated, engaged, and focused on teaching and learning. To that end, we anticipate our teachers will need additional development around strategies for teaching adolescents, strategies to conduct an effective advisory program, strategies to support teaching reading and writing across all content areas, research based strategies to support English language learners and students with disabilities, strategies to support student development of habits and dispositions that support higher order thinking and problem solving, effective team planning, data analysis to inform instructional decisions, and differentiating instruction to meet the needs of all students.

CSEE will provide specific training and professional development for all staff regarding ELL and special education. With regard to ELL, staff will be trained on identification and assistance, research based instructional strategies, evaluation standards and assessments, program exit criteria, and parent notification. Because our board expects a large number of English language learners, we will focus additional time and attention to developing all staff members' capacity around effectively serving this population. In an effort to provide general information about special education, the special

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education/coordinator will provide pre-service and on-going training to all teaching staff covering the referral process to the CSE, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, reporting requirements to parents and the CSE, the importance of confidentiality of student records and discipline of students with disabilities. A child's IEP would only be discussed with the teachers that would be supporting that student.

In addition to the school's professional development sessions, Spectrum Charter School will provide daily common planning time for teachers. The weekly focus of these sessions will include: one session committed to advisory focus; one session committed to student achievement; two sessions dedicated to data; and one session for curriculum planning.

Data Driven Instruction

Each teacher will use their student and classroom data to design instructional strategies to address the individual learning needs of each student.

Student assessments at CSEE will be designed to provide ongoing, useful feedback to staff and students. Our regular classroom assessments, which will be both formal and informal, will include a range of activities such as quizzes, selected responses, open-ended and closed constructed responses, end of unit tests, performance tasks, interviews, open-ended questions and conferences. Our staff will meet regularly to analyze data, review student work and use it to plan instruction. We will incorporate interim assessments quarterly to support a structure for evaluating student progress and identifying students' needs so that interventions can be integrated into the daily academic program.

CSEE's teachers will analyze classroom, interim assessment and standardized test data to design appropriate interventions and instructional strategies to ensure that student achievement goals are met. Our staff will be trained to deploy instructional methods that are appropriate to the developmental needs of middle grades students. To promote a culture of accountability, data walls will be posted in the teacher's meeting spaces. These data walls will enable all staff to see areas of strength and weakness in instructional methodology and will encourage conversations about best practices.

CSEE Teacher Coaching Days

CSEE will participate in half-day coaching days that were specifically designed for teachers to benefit from extended and more individualized PD time during work hours. On coaching days, students will be dismissed at 12:00 p.m. and teachers will be scheduled to attend specific meetings where they will work as either a whole group or grade level team to learn and discuss best teaching and researched based practices. Information about NEW coaching days and a calendar will be distributed to all staff.

CSEE has instituted the following non-traditional teaching methods in order to think "out of the box" in an attempt to raise student achievement.

- Blocked scheduling (increases uninterrupted time on task)
- Push In support during ELA and Mathematics Blocks (smaller student to adult ratio to effectively tend to student needs)
- After School Programs (Social Studies, ELA, Math, Mad Science --- increases uninterrupted time on task/enrichment activities)
- Interactive Smartboards (utilization of modern technology to streamline informational delivery and increase student interactivity with course material) and Rovers (a 3-dimensional Smartboard)
- Weekly professional development for teachers' assistants

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New York State’s S3AIR program has validated CSEE as a mentor school to teach of best practices in literacy to the Wappinger Falls District schools. This district has been designated by the state as a district in need of improvement. Additionally, CSEE’s teachers have presented best practices at the New York State Reading Associations annual conference in literacy.

d. Assessment and Instructional Decision-making

The Charter School of Educational Excellence’s assessment process will be comprehensive and rigorous. The school will primarily rely on standardized and diagnostic tests to assess student achievement throughout the life of the charter. The school will administer three types of assessments: criterion-referenced tests (CRT), norm-referenced tests (NRT), and diagnostic unit/end of year tests. These assessments will provide the school with absolute, value-added, and comparative measures.

Absolute/Comparative Measures

The school will administer all New York State assessments, which will allow the school to assess how well the students are achieving the State learning standards in absolute terms and in comparison to similar schools in the district. We will also use any other state mandated assessments that are phased in subsequent to the application submission. Below is a list of all New York State assessments that The Charter School of Educational Excellence will administer:

- Grades 3-8 New York State English-Language Arts Assessment
- Grades 3-8 New York State Mathematics Assessment
- Grade 4 and 8 New York State Science Assessment

Value-Added Measures

The school will use diagnostic interim assessments developed by Victory Education Partners and Princeton Review and unit tests provided by curriculum publishers to provide intra-year assessments of student performance in reading, math, social studies, and science. The regular feedback provided by these tests will help teachers adjust and personalize student instruction throughout the year as necessary. Data from these exams will not be used to support the school’s application for charter renewal. These tests will measure grade level performance (i.e. below, at, or above grade level) in specific skills and content knowledge (e.g., multiplying fractions, phonemic awareness, historical facts, etc.). Given that each subject is taught using content that is aligned with the State learning standards, the test results will be good predictors of how well students are doing against those standards. Also, these assessments allow instruction for a particular child’s needs to be adjusted in real time each year, rather than waiting until end-of-year exams.

| Assessments | Subjects Tested | Grade Levels Tested | Type/Measure |
|--------------------------------------|------------------------|----------------------------|---|
| NYS English Language Arts Assessment | English Language Arts | Grades 3-8 | Criterion Referenced Tests (CRT)/Absolute Value Added & Comparative |
| NYC English Language Arts Assessment | English Language Arts | Grade 7 | CRT/Absolute Value Added & Comparative |
| NYS Mathematics | Mathematics | Grades 3-8 | CRT/Absolute Value |

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| Assessment | | | Added & Comparative |
|---|--|---------------------------|--|
| NYC Mathematics Assessment | Mathematics | Grades 7 | CRT/Absolute Value Added & Comparative |
| NYS Science Assessment Grades 4 and 8 | Science | Grades 4 and 8 | CRT/Absolute Value Added & Comparative |
| DIBELS Benchmark | Early Literacy | Grades K-3 | |
| Publisher and teacher created unit, mid-year, and end of year assessments | English Language Arts, Social Studies, Science, and Math | Grades K-8 | Diagnostic |
| NYSESLAT | ESL | All grades as appropriate | Diagnostic |
| School/teacher developed mid-year and final exams | English Language Arts, Social Studies, Science, and Math | Grade 7 & 8 | Diagnostic |
| Acuity interim assessments | English Language Arts, Social Studies, Science, and Math | Grade 3-8 | Diagnostic |

Special Education Assessment

All students with disabilities shall take state assessments except in cases that the IEP developed by the CSE of the student's district of residence determines that such students cannot participate in regular state assessments. In these instances, the State Alternate Assessment (NYSAA) will be administered as required by law. If the CSE determines that none of the various assessments administered by the charter school are appropriate for a given student with disabilities, the charter school may create individualized assessment instruments based on goals and objectives of a child's IEP and a thorough task analysis, which then will be submitted to the CSE for approval to be included in the child's IEP.

The Charter School of Educational Excellence will use data collection and analysis to inform decisions about teaching and student learning. In order to produce data that can be used to drive decisions, the school must have a comprehensive assessment system that provides feedback on an on-going basis throughout the year and supports teaching and learning.

To that end, we will administer a criterion-referenced test (CRT), a norm-referenced test (NRT), and interim progress assessments. In a variety of different formats, teachers will develop a common understanding of expectations for student work and means of assessment. CSEE utilizes the following tools to develop a common understanding of expectations for student work and means of assessment:

1. New York State developed writing rubrics; and
2. New York State ELA and Mathematics Assessment Scoring Guides.

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CSEE and Victory Education Partners' consultants have conducted several workshops with teaching staff that utilized student work samples and models to practice and reinforce inter-rater reliability as related to New York State developed rubrics.

Victory Education Partners Staff Developers also provide rubrics for the various content areas aligned with NYS Standard Assessments. For purpose of scoring state tests, we use outside resources to bring multiple schools together to get inter-rater reliability.

In both pre-service and regular in-service training sessions, actual samples of student work will be reviewed and discussed, to begin a dialogue that creates a common frame of reference. Specific assessment rubrics will be developed and used to provide a common framework of evaluation. These rubrics will be used by teachers to assess work relative to grade content standards, and will allow teachers to determine what skills need to be re-taught and practiced.

Teachers will regularly analyze student work throughout the year using performance rubrics, individually, in grade conversations, and in conversation with the principal. Student portfolios will also be used as a meaningful form of assessment, as student work will be maintained in portfolios across grade levels. Teachers will have the opportunity to review student work at various times throughout the year and assess development and progress in a variety of areas, both academic and non-academic in nature. The principal will be responsible for ensuring consistent expectations of student work and assessment across the school. Grade and subject specific team meetings will allow for more in-depth examinations of student work and will allow teachers to share and discuss examples of student work and teaching practices, raising expectations across the board.

In pre-service and in-service training sessions, all student assessments employed by the school will be reviewed in detail with the teaching staff. The principal will discuss the content and format of the exams to ensure the teachers have a clear and common understanding of the student learning standards, and the format in which they will be tested. This understanding of the assessments will allow teachers to design classroom projects which move students toward mastery while permitting teachers to ascertain throughout the year which students may need additional instruction or practice to meet proficiency standards.

In addition to the assessments described above, CSEE will implement a formative interim assessment program developed by Victory Education Partners and the Princeton Review. This assessment system will provide high-quality interim assessments that are aligned to New York State standards and will give teachers, administrators, and Victory Education Partners' instructional support staff the data they need to ensure that students are on track academically. They will be able to benchmark student achievement across grade levels, monitor how individual classes are progressing toward state standards, and assess individual student strengths and weaknesses. With this data, teachers can differentiate instruction and provide direct remediation or enrichment based on student's individual needs. Victory's instructional support staff will be able to tailor its professional development program to meet the needs of the school.

Teaching teams and school administrators will meet after each interim assessment and answer the following questions:

1. How many students are proficient?
2. What are students' strengths and weaknesses?
3. What are the core reasons for the noted academic weaknesses?
4. What types of interventions will be employed to address any academic deficiencies?

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e. At-Risk Students and Students with Special Needs

In accordance with §2853 (4)(a) of the Education Law, CSEE will provide special education services to students with disabilities as per their individualized education plan (“IEP”) as developed by the Committee on Special Education (CSE) of the student’s school district of residence. The board understands that the school has no authority to create or modify IEPs or conduct multi-disciplinary evaluations to determine whether a student has a disability, and that it is not the local education agency with respect to providing special education services. In short, these responsibilities are left solely to the CSE of the student’s district of residence. Moreover, students with disabilities will receive an appropriate education as required by their IEP.

We strongly believe in inclusion of all students, including special education students, in regular classrooms and that all students should have access to the same curriculum and materials as their peers. Extra assistance may be provided to special education students as required by their IEP, but they will have the same resources available to them to improve their skills as their fellow students and will have access to the same curricular content. Furthermore, CSEE will provide professional development to teachers and small class sizes and the support of grade specific Teaching assistants that create an environment that supports learning for all students, including those with disabilities. We will work closely with Victory Education Partners to ensure that our enrollment reflects an adequate number of special education students every year.

For those students with IEPs that require consultant teacher services and/or a resource room setting, the school will directly provide these special education services. For those students with IEPs that require related services, such as counseling, speech, occupational, and physical therapies, the school will contract with either the student’s school district of residence or a private provider.

Should a student require more restrictive placement, such as a special class for part of the day, the school and parent will ask the CSE to convene an IEP meeting to determine whether the current recommendation is appropriate or if it can be modified.

Finally, any chosen facility will accommodate the special education program and services outlined above and will be ADA compliant. In addition, the proposed budget will include a special education position and expenses associated with the related special education services.

Additional Supports

CSEE will have several structures in place to assure that special education students of all levels are given appropriate instructional support. CSEE will use Response to Intervention (“RTI”) and Pupil Personnel Committees to support our students.

Response to Intervention

In CSEE’s general education classroom teachers will differentiate instruction to address different modalities of learners (RTI Tier I). Teachers will make accommodations that target student differences which may include manipulatives in all subjects, small group instruction, adding visual resources during verbal lessons, or stations in social studies or science classes.

For students who are still struggling to master curriculum content and skills, CSEE will use small group instruction, push-in Title I, and alternative supplies and materials (RTI Tier II). These Tier II interventions will be available to all students who need them, including students with IEPs.

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RTI Tier III is remedial and intensive in nature. Tier III supports both students who have IEPs that mandate pull-out SETSS (NYC)/Resource Room and those general education students who are identified as needing additional support based on their student assessments. The goal of this level of intervention is to extinguish inappropriate behavior and remediate academic deficits. This process may identify a general education student who needs this level of intervention and may need special education services. For students who already have an IEP, Tier III will provide the necessary information to request a review to adjust the IEP accordingly. In both instances, written parental consent is needed by the CSE to proceed. At this level, CSEE will recommend that the student's parent be notified and encouraged to participate so that a referral is the result of collaboration and consent might be more forthcoming.

In any case, the Tier III Interventions must continue whether or not the parent gives CSE consent. Also, this student is now "presumed to have a disability" and to have rights under IDEA, even if he/she does not have an IEP.

Pupil Personnel Committee (PPC)

Any student who is having trouble at Tier II, regardless of whether or not they have an IEP, can be referred to the PPC. The PPC discusses strategies and interventions with the general education teacher and they come up with a plan of intervention (Tier III) for behavior or academics. This plan is monitored and a progress report must be presented to the PPC.

Other Supports

Students who have IEPs for related services such as counseling, speech, occupational therapy, or physical therapy will not be excluded from appropriate interventions. In addition, if a child is pulled out for several services and SETTS, CSEE will work to make sure the child still accesses the general education curriculum.

To ensure that teacher(s) of a student with a disability will have access to and understand their responsibility to implement the IEP, CSEE will designate a special education teacher/coordinator to oversee the provision of special education services in accordance with each child's IEP. The special education teacher/coordinator position will be responsible for the following:

- communicating on a regular basis with the CSE of each student's district of residence;
- coordinating special education referrals to the CSE;
- ensuring that the appropriate school staff members and parents participate in CSE meetings;
- reporting to the CSE regarding student's progress toward meeting IEP goals;
- reviewing all students' IEPs;
- collecting student records from the CSE;
- maintaining and securing in a locked cabinet all confidential files; and
- coordinating the implementation of special education services as per the IEP with the school district, private providers, and the school's classroom and special education teacher(s), as appropriate.
- works with specialists to deliver on IEP goals
- supervises related service providers with CSE
- supervises collection of IEP's
- ensures IEP's are secure
- ensures compliance with all regulations
- sets up parent conferences when necessary

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In accordance with §4402 (7) of the Education Law, the special education teacher/coordinator will ensure that each regular education teacher and any related service provider who is responsible for the implementation of a child's IEP will be given a copy of the IEP prior to its implementation. In addition, the school will require that the copy remain confidential and that it cannot be re-disclosed to any other person, in compliance with IDEA and FERPA. Moreover, prior to the implementation of the child's IEP, the special education teacher /coordinator will inform each teacher and assistant of his or her responsibility relating to the implementation of the IEP with respect to the accommodations, modifications, and supports required as described by the IEP.

Finally, in an effort to provide general information about special education, the special education teacher /coordinator will provide pre-service and on-going training to all teaching staff covering the referral process to the CSE, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, reporting requirements to parents and the CSE, the importance of confidentiality of student records, and discipline of students with disabilities. Please note that there will be no specific mention of any child's IEP.

Aligned with the charter law, CSEE is committed to making good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities when compared to the enrollment figures of CSD 31. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including student with IEPs (Special Education Students). CSEE will ensure that such students are welcomed and served in a supportive and effective manner. The planning team and staff of CSEE will recruit families of students who have special education needs. Some of the strategies our recruitment team will employ to attract students with disabilities include:

- Designing marketing materials that highlight the number of special education teachers on staff
- Designing marketing materials that contain a description of the special education and related services that the charter school will provide directly (inclusion model, etc.) and those that will be provided by the student's district of residence or other provider
- Designating one individual to oversee the provision of special education programs and services

f. Climate, Culture, and Safety

Climate

An important aspect of our school's mission is to provide a safe and nurturing learning environment for all students so that teaching and learning can take place. CSEE has high expectations for student conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. The school's student code of conduct clearly defines these expectations for acceptable behavior on school property, identifies the possible consequences of unacceptable conduct, and ensures that discipline when necessary is administered promptly and fairly. Moreover, the policies include a uniform dress code for its students and appropriate dress for all school staff.

The essential partners of the school (board parents, teachers, and the principal) and the student body play important roles in maintaining a safe and orderly school environment. Parents are expected to recognize that the education of their child is a joint responsibility with the school community. Teachers are expected to maintain a climate of mutual respect and dignity. The principal is expected

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to promote a safe, orderly, and stimulating school environment. The Board expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, school personnel and other members of the school community, and for the care of school facilities and equipment. On a yearly basis all students, parents and staff will review the Student Code of Conduct.

Culture

Virtuous Students of the Month

The Core Virtues program is a practical character education program that promotes basic moral, civic and intellectual virtues on the Kindergarten to 6th grade level. It is a literature-based program that seeks to help children to fall in love with the idea of "being good" as well as cultivate their vocabulary of virtue. This program emphasizes the core virtues of respect, responsibility, diligence, gratitude, generosity, courage, loyalty, compassion and forgiveness each month.

The selection criteria for "Virtuous Student of the Month" are each month one student is selected from each class by the classroom teacher to be recognized. This student is one who has displayed or exemplified the Core Virtue monthly theme. The selected student should have demonstrated outstanding qualities, as well as having good attendance/punctuality to school and discipline. The selection is also based on how well students interact and socialize with others during recess and after school activities that carries out the monthly theme.

Star Students of the Month

Each month two outstanding students in every class are recognized as star students of the month. Students are selected based on demonstrated exceptional academic achievement; exemplary personal and social qualities; showing a love for learning and engagement in the total school program; having good attendance, punctuality and discipline; and being a role model by setting a good example for others. Every student, regardless of ability, can be a star.

In addition to the aforementioned programs, the school's code of conduct provides students with "Guidelines for Success," middle school students who achieve honor roll grade levels are recognized in a school wide ceremony, the school's recognizes the hard work of the school's academic staff with a "Teacher of the Month" program, and the school recognizes unique school-wide accomplishments in its seasonal newsletter, which is sent home with students and posted on the school's website.

Safety

The best discipline is self-imposed and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. Below is a sample of student conduct that will result in disciplinary action:

- Disorderly, disruptive, or violent conduct
- Insubordinate conduct
- Possessing a weapon
- Conduct that endangers the safety, morals, health or welfare of others
- Misconduct while on a school bus
- Academic misconduct, including plagiarism

Disciplinary action may result in, but may not be limited to, the following: 1) warning (oral or written) 2) parent notification; 3) detention; 4) in-school suspension; 5) suspension; 6) suspension from transportation; 7) suspension from social or extracurricular activities; 8) transfer to another class; 9) assistance from outside agency; 10) Remedial Discipline Plan; 12) Alternative Education

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Program. The choice among the above disciplinary, preventative, and/or corrective measures in each case is discretionary made by the appropriate school official based on the circumstances of a given situation.

A student will be immediately suspended from all extracurricular activities when he/she receives a suspension from school for any reason. The activity suspension (a) is automatic, (b) is for the duration of the school suspension, and (c) runs concurrent with the school suspension.

The principal will attempt to schedule a re-entry conference with the parent and child before the student's return from suspension. If the parent is not able to attend in person, the principal should try to reach the parent for a phone conference. The child will not be penalized if the parent is not able to attend the re-entry conference or phone in.

The school will provide teachers with bi-weekly professional development sessions for classroom management support. These sessions will include presentations by consultants, coaching by content specialists, and peer developed behavior management strategies. The professional development sessions may include, but are not limited to: (1) short-term "time out" in another classroom or in an administrator's office; (2) talking with the student in the hallway briefly; (3) sending a student (escorted by an adult) to the principal's office for a brief period of time; or (4) sending a student to another appropriate Spectrum Charter School staff member for brief counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

The school will employ differentiated instruction methods, provide ongoing evaluations linking professional development and student achievement, and offer student advisory periods. During these periods, students will speak with their advisory teacher to develop successful education strategies, time management, relating to the child's school and personal schedule, and preparation for college and their professional careers. In order to bring students up to grade level, Spectrum Charter School will offer extended English Language Arts and mathematics courses, embed reading and writing across the curriculum.

g. Professional Development

To ensure higher levels of continuous student improvement and achievement and to accomplish the mission of producing students who meet and exceed the New York State learning standards, The Charter School of Educational Excellence (CSEE) will implement a professional development program that consists of three components:

- 1) Pre-service training,
- 2) In-service training and coaching, and
- 3) Continuous professional development opportunities.

The goal of the professional development program is to provide administrators, teachers, and staff with the knowledge and tools needed to effectively teach every child and ensure student improvement and achievement.

Staff new to CSEE will be exposed to new teacher induction professional development, which involves content specific training and learning environment development. In subsequent years, the program will be modified utilizing student achievement and school data to identify areas in need of improvement to assure students meeting and surpass New York Learning Standards.

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Our professional development priorities will be to support our staff in a variety of areas to ensure that they remain motivated, engaged, and focused on teaching and learning. CSEE anticipates that our teachers will need additional development around strategies to conduct effective team planning, data analysis to inform instructional decisions, and differentiating instruction to meet the needs of all students.

Pre-Service Training

The purpose of pre-service training is to prepare all staff for the new school year and to induct new professionals. There will ten days of pre-service professional development in August. During this time, CSEE staff will participate in a two week pre-service, all teachers and instructional assistants will receive training the schools standards based curriculum, instructional strategies, data collection and analysis, behavior management, compliance issues and CSEE policies and procedures.

In-service Training and On-going Coaching

Teachers and staff from CSEE will enjoy on-going educational support. Victory's experienced curriculum trainers and senior educators, supplemented by consultant instructional specialists as needed, will provide on-site coaching throughout the school year. The professional Development conducted is standards-based and results driven, consultants and specialists in the content areas are also planned and scheduled with the principal in assisting in the development of a professional development plan. These curriculum experts have proven histories of effective classroom leadership, best practices, and student achievement. Victory Education Partners' experts have knowledge in content areas, instructional strategies, as well as, learning environment. They will work closely with the principal and classroom teachers to ensure the effective delivery of the curriculum and promote a learning community within the school. Their services will vary depending on the school's needs. VS staff developers may provide workshop, small group professional development, facilitate grade level meetings, analyze student achievement data, assist teachers with instructional strategies, and even model classroom instruction. Whatever the need, they will be available to ensure that high levels of student achievement are attained.

The various departments of Victory Education Partners (Human Resources, Instruction, Operations, Legal, Accounting, Enrollment, Assessments and Technology) have regularly scheduled visits or telephone conferences to the school at least once per month. Also Victory Education Partners special trainers and consultants in the areas of Title I and Special Education have regularly scheduled visits to the school once per month.

In addition to regularly scheduled visits, the school enjoys the privilege of direct access to any of the Victory Education Partners and hired personnel to answer any questions or provide follow-up. We also provide consistent and up to the moment updates to the school regarding any changes in reporting, fiscal, instruction and legal requirements that come from the State Education Department, Charter Schools Institute and any other authorized bodies.

CSEE will provide specific training and professional development for all staff regarding English Language Learners and Special Education. With regard to ELL, staff will be trained on identification and assistance, instructional programs, evaluation standards and assessments, program exit criteria, and parent notification. In an effort to provide general information about special education, the special education/coordinator will provide pre-service and on-going training to all teaching staff covering the referral process to the CSE, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, reporting requirements to parents and the CSE, the importance of confidentiality of student records and discipline of students with disabilities. Please

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note that there will be no specific mention of any child's IEP.

ELL and Special Education Training

CSEE will provide specific training and professional development for all staff regarding ELL and special education. With regard to ELL, staff will be trained on identification and assistance; research based instructional strategies, evaluation standards and assessments, program exit criteria, and parent notification. Because our board expects a large number of English language learners, we will focus additional time and attention to developing all staff members' capacity around effectively serving this population. In an effort to provide general information about special education, the special education/coordinator will provide pre-service and on-going training to all teaching staff covering the referral process to the CSE, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, reporting requirements to parents and the CSE, the importance of confidentiality of student records and discipline of students with disabilities. A child's IEP would only be discussed with the teachers that would be supporting that student.

Continuous Professional Development Opportunities

The School will actively encourage teachers to pursue outside professional development. The budget will allocate funds for tuition reimbursement and allow for a few of administrators and teachers to attend conferences that address educational issues, ideas, trends, and general professional development.

The Board of Trustees for CSEE will maintain strong oversight over the educational program of the school and the academic progress of its students. Through our Board's academic subcommittee and monthly reports from the principal and Victory Education Partners we will be informed of both the areas of academic strength and areas in need of improvement of our teaching staff. Furthermore, as areas in need of improvement arise, the principal and Victory Education Partners will work together to identify effective strategies to meet the needs of our teachers and students through professional development and coaching. Since professional development services are provided through the agreement with Victory Education Partners, the Board will expect regular and ongoing services in a variety of areas and will evaluate Victory Education Partners formally and informally on the effectiveness with which it delivers these services. If Victory Education Partners is unable to deliver the desired professional development, we expect they will assist the Board and the principal in identifying qualified supplemental providers.

2. Is the school organizationally viable and able to operate in a fiscally sound manner?

a. Organizational Performance Goals

CSEE's initial charter and first renewal applications did not contain specific organizational performance goals. All goals contained in those applications were strictly academic. However, it should be noted that during the current charter term, CSEE has been among the top performing charter schools in the State, frequently outperforming the Yonkers City School District, the district in which the school resides, and the New York State average on state assessment exams (for specific analysis please see the statistics provided in the first question of the first section). Additionally, the school has maintained fiscal responsibility, while expanding to serve two additional grades and vastly expanding the school's campus in order to fit the expanded spatial needs of the additional students.

b. Financial Performance Goals

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While CSEE's initial charter application and the renewal for the current term did not contain formal financial performance goals, the school has several internal goals that have been met each year of the current charter term. The first goal was successfully manage the school's debt, the majority of which was incurred through the school's ambitious enrollment and facility expansion. Since receiving its initial charter and through the current charter term, the school has not defaulted on any debts. The second goal was to maintain an operating and cash surplus each year. As illustrated in the school's budget (Please see exhibit 6) an operating surplus and cash surplus is illustrated in each year's projections. Finally, the school's third financial goal is to be in compliance with all of the requirements of the State Education Department. The school has submitted all necessary documents, received positive reviews from an outside auditor, and has complied with all other requirements since the school opened in 2005. CSEE has and continues to be a fiscally sound operation and therefore has met the school's financial goals.

c. Organizational Capacity

Please see Appendix F for CSEE's organizational chart.

Hiring

In accordance with § 2854 (3)(a-1) of the statute, the board of trustees will employ all teachers, administrators, and other school personnel. The school will be an equal opportunity employer and will hire the best qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status or disability.

In general, the board of trustees will give final approval on all hires at the school. Specifically, Victory Education Partners will conduct the initial screening and interviewing of Principal candidates and will present ultimately their selection to the board for final approval. If the board does not approve, Victory Education Partners will present alternate candidates.

The hiring process will consist of the following steps:

(1) CSEE will undertake recruitment efforts, which include advertising for positions in the local newspaper, utilizing professional recruiters, attending career fairs, visiting local universities and informal networking; (2) Resumes will be collected, compiled, and reviewed for potential candidates' competencies and qualities that are critical to the school's success; (3) Initial screening of the potential candidate is begun to determine certification and availability; (4) Interview is conducted to search candidates with outstanding qualities; (5) Evaluation forms, reference checks, and writing samples are reviewed; (6) If hired, transcripts and certification are verified and criminal background investigation and fingerprinting are done.

Qualifications & Responsibilities

CSEE will seek to hire an experienced principal and teachers and staff with excellent references and qualifications. The principal's qualifications will include:

- A record of leadership and sound management in a similar educational setting
- Strong interpersonal skills and experience in team-building
- An understanding of the diversity and unique character of the school's community
- A passion for helping students attain high standards
- Consistently exceptional professional evaluations
- Outstanding references from peers, former colleagues, parents, and members of the

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school community.

- Certification as an elementary principal is highly preferred.
- Master's degree (M.A.) in an appropriate discipline (e.g. early childhood, general education, social work, psychology)
- At least five years experience in public education or equivalent.

The principal's responsibilities include, but are not limited to, the following: (i) monitoring classroom instruction and student achievement; (ii) supervising the health, safety, and behavior students; (iii) supervising and evaluating teachers and staff, including the business manager; (iv) monitoring enrollment; and (v) fostering a strong partnership with parents and the community.

The principal will continue to shape an exceptional teaching staff, seeking individuals with (i) a strong undergraduate education; (ii) a passion for helping students attain high standards; (iii) high scores on standardized teachers' exams; (iv) high grade point averages from high school and college; (v) consistently exceptional professional evaluations; (vi) teaching awards and other professional honors from parent groups, local businesses, and educational partnerships; (vii) outstanding references from peers, former students, and parents; (viii) certification (preferred) or highly qualified status in accordance with NCLB requirements; and (ix) a minimum Bachelor's degree (B.A.), working towards certification. Please note that special education teachers must be State certified with a M.A.

School Personnel and Management Evaluation

Since the school's curriculum will establish specific, measurable goals for student learning in each grade, teacher performance standards will include specific expectations for student progress during the school year as measured through periodic assessments. A poorly performing teacher will be provided every opportunity to improve her or his efficacy in the classroom, in conjunction with mentor teachers, outside consultants and the principal. But if the failure is not corrected, the teacher will be dismissed. Similarly, if the principal or business manager consistently fails to perform, he or she will be dismissed. And if Victory Education Partners consistently fails to perform, it will be dismissed. In this regard, the school will live by the same practical realities as other successful performance-based organizations, and will deliver a higher quality of education as a result.

Certified Teachers

In accordance with § 2854(3)(a-1) of the statute, CSEE's teaching staff will not include more than 30% or five teachers, whichever is less, without certification. Any such noncertified teachers shall fulfill the requirements set forth in Education Law §2854(3)(a-1) and shall be 'subject based competent' in accordance with the federal No Child Left Behind law.

The Board of Directors relies upon the diligent work of Victory Education Partners' Academic experts and outside consultants, in addition to the day-to-day work performed by the school's leadership team to build staff capacity at CSEE.

Please see Appendix G for the school's evaluation forms

Please see Appendix F for staffing and staff turnover

d. Board Oversight and Governance

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During the current charter term, five of CSEE's board members have remained from the previous charter term, three board members have been added, and five board members have resigned. Eduardo LaGuerre, the board chairman, Nadine Burns-Lyons, the board secretary, and Sobeida Cruz, Carol Russo, and Carlos Medina, board trustees, have remained on the board.

Because CSEE's PTO president has a reserved seat on the board, once a new president is elected, the former president is no longer a board member. Anthony Hall and Ismael Ibrahim both served as President of the PTO during the current charter term, but chose not to seek re-election and thus lost their seat on the board. Nelson Font was voted PTO president in June 2012 and now holds that position on the board.

James Siegel joined CSEE's board as a trustee during the 2009-2010 school year and Jim Killoran joined the board a trustee on the board during the 2010-2011 school year. Trustee Kathy Israel resigned from the board because she relocated to North Carolina. Trustees John Falco and John Torres both resigned during the current charter term for personal reasons.

Qualifications to be a trustee

In general, board members should be individuals of high moral character, demonstrate an interest in the welfare of children and be committed to improving education in New York City. All board members must be willing to dedicate the necessary time and energy to ensure the effective and smooth operation of the school. As previously demonstrated, the board includes individuals with expertise in finance, accounting, law, education (including curriculum and instruction) and fundraising. We will seek to maintain this diversity of skills sets to ensure the future success of our school.

CSEE's board members will consist of members of the Westchester County community who bring invaluable experience, both educational and professional, to the board and the school. As a performing arts and media technology themed school we will seek board members who possess invaluable practical experience in these fields. These board members expertise will be solicited when the school is seeking new partnerships, considering professional equipment to purchase and reaching out to friends and colleagues for internship and shadowing programs. The board of trustees will consist of education professionals with middle school experience in various capacities (i.e., classroom teachers, leadership, etc.). In addition to the aforementioned seat reserved for the president of the Parent Organization, the board will also consist of members with legal, finance, and non-profit experience.

Trustee recruitment and selection process and criteria

Should a member of the CSEE's board of trustees resign from their responsibilities, the board will look to replace that board member with someone of equal or greater qualifications. The remaining members of the board are free to suggest acquaintances they know to fill the position. Additionally, the board will solicit suggestions for the school's staff and parents, local community leaders and active professionals from Westchester.

All new trustees will receive training and orientation on how to be an effective board member, including in-depth knowledge of the school's mission and goals. Members of the board of trustees as well as school staff members will meet with new board members several times to ensure that the orientation training has achieved its desired goals. If the new board member is filling a position that requires direct interaction with a member of the school's staff (i.e., the relationship between the chairman of the finance committee and the school's business manager), we will ensure adequate meeting time is set aside so the new board member understands the intricacies of the relationship.

Board training and development

The board will participate in charter school board of trustees focused conferences, trainings, and retreats. A member of the school's board will be given the responsibility to research options for expanding the board's oversight capacity and will make suggestions to the board's chair. The board chair will be responsible for the final decision as to which events the board will attend.

After receiving its first charter renewal, CSEE's board of trustees embarked on the ambitious task of expanding the school to include a seventh and eighth grade and expanding the school's current facility so that the site was able to comfortably serve its student body. After receiving approval from SED to expand the school to serve the additional grades, the board of trustees, with the assistance of several members of the Victory Education Partners' team, secured the necessary financial backing, permits, and contracts in order to see this endeavor completed on time, on budget, and to the satisfaction of not only the board, but the school's parents and staff members as well as the Yonkers community.

The board established internal goals that were reported to the rest of the board, members of Victory Education Partners, and anyone else who were in attendance at the school's public meetings. Additionally, members of the subcommittee teams the board established to provide additional oversight during this process was in constant communication with contractors, the financial institutes that were backing the project, and members of the Victory Education Partners team and outside consultants whose expertise was relevant to the specific stage of the project.

Strategic Planning

After CSEE received its first renewal during the 2008-2009 school year, the board led the initiative to expand the school to serve seventh and eighth grade. This proposal was approved by SED in January 2009. After receiving SED's approval, the board quickly began planning an expansion of the school's current facility in order to comfortably house the additional students. CSEE built the expansion in two phases. Phase 1 will began in April 2009 and was completed in August 2010. This phase included the following construction: 1) the basement, which will include the gymnasium/auditorium, conference room, teacher's lounge, and offices; 2) the mezzanine, which will include the library/media center, offices, and 1 classroom; and, 3) one floor of 6 classrooms, 1 special education room, and offices. The second phase was slightly delayed and began in 2011. This phase included an additional floor of 6 classrooms, 1 Title 1 room, administrative offices, and a rooftop playground. This phase will be completed in January 2012, in time for students to begin using after returning from winter break.

The construction budget was \$5.9 million and included both "hard and soft" costs. The school issued tax-exempt bonds to finance the construction. The City of Yonkers bond issuer was informed of the school's intentions and supported the project. Also, the bond offering was used to refinance the existing debt of the original renovations of approximately \$3.1 million. Refinancing this debt reduced annual payments by approximately \$200,000. Moreover, during this project, CSEE engaged, on a contingency basis, JW Baird Underwriters and legal counsel, Hodgson Russ.

Conflict of Interest

CSEE's board has adhered to the school's policy on conflicts of interest. In following the principals laid out within this policy, the board has managed to avoid creating any situations where a conflict of interest presented itself. Below, please see the school's policy on conflicts of interest.

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The General Municipal Law defines prohibited conflicts of interest for school trustees, officers and employees.

Under the General Municipal Law, no school officer or employee may have an interest, direct or indirect, in any contract with the School, when such trustee, officer or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. No Treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of his/her school. This, however, does not preclude payment of lawful compensation and necessary expenses of a school employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.

Exceptions to Law

The General Municipal Law enumerates a number of exceptions to its general rule prohibiting conflicts. Specifically, the statute provides that its prohibitions on conflict of interest do NOT apply to:

- a) The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of a municipality except when the chief fiscal officer, treasurer, or his/her deputy or employee, has an interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;
- b) A contract with a person, firm, corporation or association in which a municipal officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;
- c) The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;
- d) The purchase by a municipality of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the governing board;
- e) The acquisition of real property or an interest therein, through condemnation proceedings according to law;
- f) A contract with a membership corporation or other voluntary non-profit corporation or association;
- g) The sale of lands and notes pursuant to Section 60.10 of the local finance law;
- h) A contract in which an officer or employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such officer or employee, but this does not authorize a renewal of any such contract;

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- i) The employment of a licensed physician for a school upon authorization by a two-thirds vote of the board of trustees
- j) A contract with a corporation in which an officer or employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;
- k) A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;
- l) A contract for the payment of a reasonable rental of a room or rooms owned or leased by an officer or employee when the same are used in the performance of his/her official duties and are so designated as an office;
- m) A contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;
- n) A contract in which a school officer or employee has an interest if the total consideration payable there-under, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars;
- o) A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

Express Prohibitions

In addition, the law clearly states that a trustee, officer or employee may not:

- a) Directly or indirectly, solicit any gift, or accept or receive any gift having a value of \$75 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 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;
- b) Disclose confidential information acquired in the course of his/her official duties or use such information to further his/her personal interests;
- c) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board; or
- d) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

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Penalties

Any contract willfully entered into by or with a school in which there is a prohibited interest is void and unenforceable. In addition, any trustee, officer or employee who willfully and knowingly violates the foregoing provisions shall be guilty of a misdemeanor.

It should be noted that competitive bidding does not cure the prohibition against having any interest in a contract when the trustee, officer or the employee has the power to approve the contract.

The law further authorizes, in addition to any other penalty imposed, that any person who knowingly and intentionally violates the above may be fined, suspended, or removed from office or employment in the manner provided by law.

Disclosure of Interests

The Legislature has also enacted various disclosure requirements, in an effort to protect the public and to publicize conflicts of interest, so that both the public and the governing body might take appropriate account of any personal interests in assessing the public benefit of a personal transaction.

Any trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.

Although certain interests may not be expressly prohibited by law, they are still subject to disclosure requirements. Legal counsel should be sought concerning any question regarding disclosure of specific items.

The law requires that written disclosure be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.

Policy unanimously voted and adopted by the CSEE Board of Trustees on November 15, 2010.

CSEE is in compliance with New York State law regarding regulation, rules, and other policies associated with by-laws, Opening Meeting Law, and other school specific policies. As a regular practice, the dates and times of the board meetings are posted on the website, a board meeting calendar is created and given to parents every year before school begins, the board meetings are individually announces through public postings. The meetings are held in a central, easy to access location to accommodate parents, staff, and members of the community.

Accountability for Quality Professional Development

The board of trustees will maintain strong oversight over the educational program of the school and the academic progress of its students. There are several formal mechanisms that will be in place for the board to evaluate Victory Education Partner's efficacy in meeting CSEE's professional development needs.

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Throughout the school year the board will monitor progress made towards annual goals at the following intervals:

- *Annually* - CSEE's principal meets with an Academic Director to develop the school's Annual Strategic Plan. This plan uses student achievement data to drive the goals for areas in which school staff needs further development. The Annual Strategic Plan thus becomes the blueprint for professional development activities for the school year. The Strategic Plan will be presented to the board.
- *Quarterly*- Academic, financial, student/staff, and operational data are reported monthly to the board by key personnel members, school staff, committee heads of the board, and Victory Education Partners' support staff
- *Monthly*- Both the school's principal and Victory Education Partners report to the full board at monthly board meetings regarding progress towards achieving professional development goals.

The board will use both quantitative and qualitative methods to collect evidence about staff professional development. As mentioned above, the board dashboard is generated quarterly and breaks down gains in student achievement both at the grade and classroom level. The board will use this information to quantify a) how students are progressing b) how teachers are addressing student needs and c) how the principal and Victory Education Partners can support teachers struggling to meet student needs.

Furthermore, the board receives monthly financial reports from Victory Education Partners detailing the financial activities that took place during the month being discussed at the meeting. Further, Victory Education Partners also provides quarterly financial reports to ensure that the school is fiscally responsible and stays true to the annual budget. A finance expert from Victory Education Partners attends each board meeting and is available to answer any financial questions that may come up during the course of the meeting.

Finally, the board uses the rubric found below to evaluate itself and identify improvements that need to be made. This Board Assessment is intended to gather feedback on the overall performance of the Board of Trustees of BGLIG and its Committees.

In each section you will find a series of statements. For each statement, please indicate your level of agreement or disagreement. Please provide written comments throughout, including suggestions for improving board and committee structure and process.

An analysis of the results and comments will be prepared and the results will be reported at the next Board Meeting.

- 1 – Strongly Disagree**
- 2- Disagree**
- 3- Neutral/No Opinions**
- 4 -Agree**
- 5- Strongly Agree**

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| Board Size and Composition | 1 | 2 | 3 | 4 | 5 | Comments |
|--|----------|----------|----------|----------|----------|-----------------|
| 1. The Board is the right size. (If not, what size should it be?) | | | | | | |
| 2. The Board’s composition reflects an appropriate mix of skills, experience, backgrounds, and diversity? | | | | | | |
| 3. The Board makes appropriate use of the skills and experience of its members. | | | | | | |
| 4. Each board member contributes to the work of the board in an effective manner. | | | | | | |
| Board Information and Agenda | 1 | 2 | 3 | 4 | 5 | Comments |
| 5. The Board is actively engaged with the charter school in identifying and prioritizing and issues for the Board to review and discussion. | | | | | | |
| 6. The Board is actively engaged in identifying and communicating to the charter school the Board’s information needs and expectations. | | | | | | |
| 7. Board members receive timely and accurate minutes; advance written agendas and meeting notices. | | | | | | |
| 8. Board members receive clear, concise and relevant background materials to prepare in advance for meetings. | | | | | | |
| 9. Board members stay abreast of issues and trends affecting the charter school, and use this information to assess and guide the schools performance and adherence to the school’s charter. | | | | | | |
| 11. The Board regularly monitors organizational performance with comparative data. | | | | | | |
| 12. The majority of Board meeting time is reserved for Board discussion and consideration rather than management presentations. | | | | | | |
| 13. Board members have sufficient access to the school and its support personnel. | | | | | | |
| 14. New board members receive an appropriate orientation and relevant information the charter school. | | | | | | |

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|--|----------|----------|----------|----------|----------|-----------------|
| 15. Board members are kept well informed of important matters between Board meetings. | | | | | | |
| 16. The Board devotes sufficient time to: | | | | | | |
| (a) Understanding the schools finances. | | | | | | |
| (b) Reviewing and monitoring accountability goals. | | | | | | |
| (c) Long-term strategic plans and planning process. | | | | | | |
| (d) Standards of governance and conduct. | | | | | | |
| (e) Technological developments. | | | | | | |
| (g) Legal and compliance requirement. | | | | | | |
| (h) Management development and succession. | | | | | | |
| (i) Making decisions in a timely manner | | | | | | |
| Accountability | 1 | 2 | 3 | 4 | 5 | |
| 17. The Board has developed an understanding of the charter schools beliefs, values and philosophy, and this understanding is reflected in the school’s mission. | | | | | | |
| 18. The Board regularly monitors principal, staff and student performance. | | | | | | |
| 20. The Board encourages an open line of communication between board members, school leader and staff. | | | | | | |
| 21. Board goals, expectations and concerns are openly, honestly and constructively communicated to the school leader. | | | | | | |
| 22. The Board understands and respects the difference between the Board’s role and the school leadership role. | | | | | | |
| 23. The Board is regularly and actively engaged in evaluating the performance of the principal. | | | | | | |
| 24. Board members ask appropriate questions of management. | | | | | | |
| 25. The Board deals appropriately with conflicts of interest. | | | | | | |
| Board Meetings | 1 | 2 | 3 | 4 | 5 | Comments |
| 26. Board meetings are held at an | | | | | | |

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| appropriate time of the day. | | | | | | |
| 27. The length of Board meetings is appropriate. | | | | | | |
| 28. The number of Board meetings is appropriate. | | | | | | |
| 29. The current committee structure (and committee responsibilities as set forth in charters) contributes to Board efficiency and effectiveness. | | | | | | |
| 30. The responsibilities of the committees are well defined. | | | | | | |
| 31. All board members are kept well informed of the deliberations of each committee. | | | | | | |
| 32. The Board relies appropriately on the work and the recommendations of the committees. | | | | | | |

Please see Appendix G for the Board of Trustees Membership Table

The board does not use a formalized long-term planning document.

e. School Leadership

Responsibilities

The *principal's* main role is to be the educational leader of the school and create a challenging learning environment with high student achievement expectations for every child. The principal will focus on implementing the school's educational program and ensuring that the scientifically research-based curriculum is delivered in an effective manner. The principal's responsibilities include, but are not limited to, the following: (i) supervising classroom instruction and student achievement; (ii) supervising the health, safety, and behavior of students; (iii) supervising and evaluating teachers and staff, including the business manager; (iv) monitoring enrollment; and (v) fostering a strong partnership with parents and the community.

To ensure that the principal has ample time during the school day to focus on education, a *business manager* will be responsible for all financial and business affairs with support and oversight from the principal and Victory Education Partners. The business manager's responsibilities include, but are not limited to, the following: (i) managing the operating budget; (ii) maintaining financial records; (iii) supervising the custodial and building maintenance staff; (iv) managing procurement; (v) performing general business administrative duties; and (vi) overseeing food service and student transportation.

Victory Education Partners main role is to support the CSEE in attaining the student achievement goals outlined in this application and ensuring financial viability. Victory Education Partners will report to, and will be supervised by, the board of trustees. Their educational business and administrative support team's responsibilities include, but are not limited to, the following: (i) supporting classroom learning via staff development, coaching, curriculum implementation, and general supervision; (ii) providing financial and accounting services including budgeting, purchasing, procurement, administration of benefit plans, and payroll; and (iii) assisting the school with reporting

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and charter school law compliance, such as, preparing consolidated applications, accountability and annual reports.

Effectiveness

The Board of Trustees for CSEE will maintain strong oversight over the educational program of the school and the academic progress of its students. Through our Board's academic subcommittee and monthly reports from the principal and Victory Education Partners we will be informed of both the areas of academic strength and areas in need of improvement of our teaching staff. Furthermore, as areas in need of improvement arise, the principal and Victory Education Partners will work together to identify effective strategies to meet the needs of our teachers and students through professional development and coaching. Since professional development services are provided through the agreement with Victory Education Partners, the Board will expect regular and ongoing services in a variety of areas and will evaluate Victory Education Partners formally and informally on the effectiveness with which it delivers these services. If Victory Education Partners is unable to deliver the desired professional development, we expect they will assist the Board and the principal in identifying qualified supplemental providers.

Day-to-day Management

For detailed information regarding the school's management, we direct the reader Exhibit 14.

Through the school's initial charter through the most recent term, CSEE has developed systems designed to help manage the school from sign-in to sign-out. The school's staff handbook provides each employee with a description of what is expected of them and formally lays out their role at the school. Everyone in the school is expected to meet and exceed their expectations laid out in the school's handbook. As the school leader, Catalina Castillo, CSEE's principal, has developed a great line of communication between her and all of the school's staff. This communication begins at the monthly faculty meetings. Principal Castillo provides her expectations of the school's staff at these meetings. From these meetings, the school's staff is invited to speak with Ms. Castillo at any time should they need clarification in regards to the expectations or to voice concerns that any faculty member may have. For specific information regarding the school's

Moving forward, an example of using staff talent, time, and finding is CSEE intention to implement an after school programs which will utilize the talents of specialists, such as art, music, physical education, dance. We created a brochure of 4-week mini-courses that teachers developed but due to finances, full implementation of these programs has not been made possible.

However, in 2012-2013 school year, the physical education program will be implementing a basketball program. The program will be funded, through private donations, to cover the expenses associated with the program (i.e., travel, equipment, uniforms, etc.). We are waiting for funding to pay the coaches through a grant written by one of our teachers. If this grant is not awarded to our program, we will look into securing outside funding to cover this expense.

Communication

We believe that promoting parent and staff involvement in school governance is critical for success. Therefore, the school will provide the following processes to ensure broad parental and staff involvement in school governance: 1) establish a Parent-Teachers Organization (PTO); 2) appoint the president of the PTO to the board of trustees, who shall be a voting Trustee for the length of his or her

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term as the parent representative 3) organize ad-hoc committees of parent volunteers to work with the principal for input on various school matters, such as school climate, facilities or fundraising; 4) hold grade-level and school-wide staff meetings on a regular basis; 5) establish a principal's "open door" policy for all parents and staff so that there can be informal ongoing input and feedback on school governance and; 6) conduct parent and faculty staff meetings, as needed, to seek input on new ideas and take suggestions on improving school governance. Currently, two parents sit on the school's board, one as a trustee and the other as the PTO President.

f. Solvency and Stability

Budget Development

CSEE's finance committee works with the school's business manager and representatives from Victory Education Partners to collaborate on drafting the school's budget and making financial decisions that ensure the schools remains a fiscally sound entity. This group communicates regularly to discuss the school's financial status. The board of trustee's finance committee presents a monthly financial report at the monthly meetings, at times with the assistance of members of Victory's finance team.

The needs of the school are identified and weighed through meetings with CSEE's business manager, the board's finance chair, and a representative from Victory Education Partners. At the school level, the business manager works closely with the principal to identify any financially problematic issues that may occur.

A budget for each school year will be presented to the board, voted on, and approved prior to the beginning of each fiscal year (July 1). The business manager will work closely with representatives from Victory Education Partners and the board's finance committee to ensure the school's best interests and needs are being addressed in the school's annual budget.

At the mid-way point of each fiscal year, the business manager meets with the board's finance committee and financial representatives from Victory Education Partners to ensure the projected budget is meeting the reality of the school's operational costs. If the group discovers the budget is significantly off from the actual expenditures of the school, the business manager will create a new budget with the board's finance chair to ensure fiscal solvency and long-term financial health. This new budget will be presented to the school's board of trustees and put up for a vote.

Financial History

CSEE has long been acknowledged by SED as an exemplary school when it comes to financial reporting. Since CSEE's opening in September 2005, the school has maintained an adequate cash flow that has sustained the school financially and allowed the school to operate within its budget. It should be noted that CSEE has been able to maintain a balanced operating budget while operating in a facility that was built specifically for the school during the first year of operation and moved into during the second year. Additionally, the school expanded its original facility in 2012 to accommodate the additional students attending the school after the expanding to serve two additional grades. While both of these construction projects have been expansive, the school has maintained fiscal responsibility since welcoming its first class of students.

Enrollment Budget

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The school is able to easily rely on a budget that is solely sustainable through the per-pupil allocation it receives from the state. Because the school has been open for seven years, for a long time was the only charter school in Westchester county, and has consistently been one of the state's highest performing charter schools, CSEE is able to boast an expansive wait list that can be utilized to fill empty seats. While neither student turnover nor attrition has been a problem for the school, it is fiscally comforting to know that the school will not face fiscal jeopardy if several students we to need to withdraw from the school. If the event of that happening, the seats can be easily filled, and thus, a budget that relies upon the projected enrollment will be both reliable and sustainable.

g. Internal Controls

In order to confirm that management reports accurately reflect the School finances, all PO's, non-cash Revenue Forms, and School-based account activity must be forward to VEP Accounting. (The Accounting department refers to this as "Accruals.") The Accounting department will depreciate fixed assets, calculate management fees, book any interest expense and address any other items required to ensure accurate financial statements for the School. Financial reports for the preceding month will be mailed from the Accounting Department to the Business Manager, Principal and School Operations team by the 25th of each month, These reports include:

- YTD Profit & Loss – Budget vs. Actual
- YTD Profit & Loss – Budget vs. Actual Variance Analysis
- Balance Sheet – Current vs. Prior Year-End
- Balance Sheet - Current vs. Prior Year- End Variance Analysis
- Statement of Cash Flows
- Capital Expenditures
- Accounts Receivable, if applicable

Reviewing Reports

The Business Manager, Principal and School Operations team should review these reports and do the following:

- Provide feedback and substantiation to correct any misallocation for misclassification of items.
- Evaluate levels of spending vs. current budget to estimate future expenditures or request budget amendments (see section 13, Budgeting for more details.)
- Evaluate the necessity of each expenditure and implement procedures to correct for any inappropriate or unnecessary expenditure.
- Provide feedback for designing the next year's budget usual actual expenditures as guidelines.

Steps for Evaluating Reports

In order to properly assess reports, the Business Manager, Principal and School Operations teams follow these steps:

- 1) Scan report for items that are unusually over or under budget or otherwise might need attention based on related circumstances.

- 2) Look to corresponding categories on the General Ledger Trial Balance for a line-by-line detail of what made up the month's expenses of revenues.

- 3) Look to the Payroll Report, Purchase Orders, Accounting Department Check Requests

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Expense Reimbursements and other documents which provide further detail on the lines for the General Ledger Trial Balance.

If these reports are found to be inaccurate in any respect, feedback is given to the VEP Accounting Department personnel

Independent Audits

As indicated in the financial statements and independent auditors' report, which has been submitted to the state and is available online²², CSEE has been in good financial standing since it was established in 2005. The school has received positive audits from Vargas and Rivera, LLP in each of the independent audits they have performed. Additionally, CSEE, the school's board of trustees, and the financial department of Victory Education Partners have a good working relationship with one-another, as well as the financial department at SED.

h. Financial Oversight

As the ultimate governing authority of the school the Board of Trustees will exercise, "final authority for policies and operational decisions of the school," [Educational Law §2854(1)(f)]. Primary responsibilities include:

- Developing and approving school policies, such as curriculum design, budget policies, Board of Trustee's code of ethics, and personnel policies
- Monitoring effectiveness of the educational program and educational outcomes
- Approving the hiring/firing of the principal
- Receiving and reviewing reports on academic, operational and financial performance
- Maintaining open communication with parents, the community and the general public
- Adhering to the Open Meetings Law [Education Law §2854(1)(e) [Article 7 of the Public Officers Law §100 et. Seq]
- Fundraising for the school

To this end, the Board will provide effective and ongoing academic and operational oversight through the leadership role of the Board chair, executive committee, and subcommittee structure who regularly meet with the appropriate school staff members to discuss progress and issues that may arise. As per the bylaws, the Board will establish the following committees: 1) Executive Committee, 2) Academic & Personnel Committee, and 3) Finance & Fundraising Committee. The Board may authorize members to serve on a subcommittee or to act as an official Board representative on matters of school business or policy. However, no opinion, decision or commitment can be made by a Board representative or subcommittee without the Board's authorization. In addition, the Board may create additional ad hoc committees to address specific processes or issues.

The Executive committee facilitates effective decision-making by the Board. Comprised of the Board's officers and additional members by nomination, the executive committee is responsible for planning Board meeting agendas; making decisions on behalf of the Board; serving as a communication link with other Board members; assessing the charter school's short and long-term needs and presenting a long range plan to the Board.

²² Available at: <http://www.p12.nysed.gov/psc/csdirectory/CharterSchoolOfEducationalExcellence/home.html>

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The Finance and Fundraising committee will work closely with the business manager to oversee the financial viability of the school. The committee will meet periodically to review fiscal budgets for the upcoming year and provide guidance on the school's business objective. After the budget is completed, they will present to the rest of the Board and make a recommendation for approval. This committee will also oversee the hiring of the schools business manager position. When needed, the committee will arrange and obtain financing for the school for expansion, and will organize fundraising events.

The Board will hold monthly Board meetings at which the Committees and the principal will report on the educational, financial and operational functions of the school. Meetings will be open to the public and the Board expects that parents and other concerned community members will attend.

Long-term Fiscal Oversight

CSEE has and continues to be a fiscally sound operation. The school has been successfully managing its debt (bonds, line of credit, Victory Education Partners loan, capital financing, etc.) and there have not been any defaults whatsoever. The current 6-year projection for the school includes an Operating Surplus as well as a Cash Surplus each year. Per Pupil Revenue was held flat through FY2013 and then a small (2%) increase was factored in from FY2014 and beyond. Expenses were budgeted for a 2% increase each year as well. The budget factors in all debt payments as well as the staffing model needed to ensure that the academic success of the school is continually maintained.

i. Financial Reporting

CSEE has met all financial reporting requirements and submitted those reports to the state on time. The school's business manager and Board of Trustees work with Victory Education Partners during the school year to ensure that all financial reporting is up-to-date and accurate. CSEE has partnered with Vargas & Rivera, LLP (formerly, Vargas, Ghigliotti & Rivera, LLP) to perform an independent audit since the school received its first charter renewal. Vargas & Rivera, are required to "plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement."²³ Each year, the independent auditor has found the school "in conformity with accounting principles generally accepted in the United States of America."

j. Facilities

Since the 2006-2007 school year, CSEE's second year of operation, the school has been located at 260 Warburton Avenue in Yonkers. Prior to opening, the facility was completely renovated to accommodate the school's unique needs. The main floor is 18,000 square feet with a 4,000 square foot mezzanine. There are 16 classrooms, a multipurpose room with a warming kitchen, a special education/title 1 room, and administrative offices. In 2010, when SED approved the school's proposal to expand to serve 7th and 8th grade students, construction begun on a "middle school" wing. The expansion was completed and opened in January 2012. The 23,000 square foot "middle school" wing is an extension of the existing facility and can house 325 additional students in 13 new classrooms. The newly expanded space also includes 2 special education/Title 1 rooms, a library/media center, a middle school size gymnasium/auditorium with a stage for student performances and a locker room. The original facility is home to the school's kindergarten through 4th grade student population, while the newly added facility hosts the school's 5th through 8th grade students.

²³ The quoted language comes from CSEE's annual financial report. These reports can be accessed at: <http://www.p12.nysed.gov/psc/csdirectory/CharterSchoolOfEducationalExcellence/home.html>

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Please see Appendices I through O for facility-related Certificates and Inspections.

k. Parent/Family and Student Satisfaction

| GRADE | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 (PROJECTED) |
|--------------|------------------|------------------|------------------|----------------------------------|
| K | 50 | 75 | 75 | 75 |
| 1 | 25 | 81 | 81 | 81 |
| 2 | 50 | 54 | 81 | 81 |
| 3 | 75 | 81 | 54 | 81 |
| 4 | 75 | 81 | 81 | 54 |
| 5 | 50 | 54 | 81 | 81 |
| 6 | 50 | 54 | 54 | 81 |
| 7 | - | 27 | 54 | 54 |
| 8 | - | - | 27 | 54 |
| TOTAL | 375 | 507 | 588 | 642 |

| | 2009-2010 | 2010-2011 | 2011-2012 |
|---|------------------|------------------|------------------|
| Projected Enrollment | 375 | 507 | 588 |
| Actual Enrollment | 378 | 457 | 562 |
| Students withdrawn from the school | 68 | 57 | 75 |
| Number of waitlisted students | 176 | 260 | 432 |

Family Involvement

We believe that promoting parent and staff involvement in school governance is critical for success. Therefore, the school will provide the following processes to ensure broad parental and staff involvement in school governance: 1) establish a Parent-Teachers Organization (PTO); 2) appoint the president of the PTO to the board of trustees, who shall be a voting Trustee for the length of his or her term as the parent representative; 3) organize ad-hoc committees of parent volunteers to work with the principal for input on various school matters, such as school climate, facilities or fundraising; 4) hold grade-level and school-wide staff meetings on a regular basis; 5) establish a principal's "open door" policy for all parents and staff so that there can be informal ongoing input and feedback on school governance and; 6) conduct parent and faculty staff meetings, as needed, to seek input on new ideas and take suggestions on improving school governance.

Parent Satisfaction

CSEE's board has made it a priority to take a thoughtful approach to communicating with families. Our board understands that communication is a two-way street, and will provide ongoing opportunities for parents to communicate with the school about their child's education. At CSEE, parents will not just hear from school staff in response to behavioral issues. Instead, various methods will be used to communicate high academic and behavioral expectations, classroom and homework assignment and other varied information about the school. Teachers will be guided to use parent-friendly, culturally sensitive language, and will be encouraged to use multiple communication tools to

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offer praise and support for students and families.

To ensure regular communication between the board and all parents, even if they are unable to attend a particular meeting of the board, information will be disseminated from each board meeting back to the parents via Parent Organization meetings and other communications. In addition, Board meetings will be held at convenient times for parents to attend, and in convenient locations. It is expected that most board meetings will occur in the school facility after regular working hours during the week, unless specific circumstances dictate otherwise.

In addition to having two parents sitting on CSEE's Board of Trustees, the school also administers parent satisfaction surveys, has a section of the school's website dedicated to providing parents with information (which contains, among many other items, a monthly letter that is also sent to each students' home), and the principal has an open-door policy with parents. This highly communicative atmosphere provides for an ideal educational environment for everyone involved.

Please note, the format of the parent survey changed following the changes to CSEE's management contract with Victory Education Partners. Unlike the parent surveys conducted in the first two years of the charter term, the 2011-2012 survey was based on a four-point scale. As reported in the 2010-2011 annual report, with changes to the management agreement with Victory Education Partners for the 2010-2011 school year, surveys were eliminated from the contract and the school was not provided with an alternative parent survey. Below, please find the results for the parent surveys that have been conducted during this charter terms.

2008-2009 Parent Satisfaction Survey - All Grades

| Categories | Very Satisfied | Satisfied | Somewhat Dissatisfied | Very Dissatisfied | Don't know | Unclear Response | # Real Responses | Very Satisfied or Satisfied |
|--|----------------|-----------|-----------------------|-------------------|------------|------------------|------------------|-----------------------------|
| Class Size | 41.38% | 41.38% | 11.49% | 4.60% | 0.00% | 1.15% | 86 | 83.72% |
| Overall school climate/environment | 51.72% | 42.53% | 4.60% | 0.00% | 0.00% | 1.15% | 86 | 95.35% |
| Standards and expectations | 58.62% | 37.93% | 2.30% | 0.00% | 0.00% | 1.15% | 86 | 97.67% |
| My child's academic achievement/progress | 57.47% | 34.48% | 8.05% | 0.00% | 0.00% | 0.00% | 87 | 91.95% |
| Civic projects | 45.98% | 45.98% | 2.30% | 0.00% | 0.00% | 5.75% | 82 | 97.56% |
| Potential for parent involvement | 41.38% | 47.13% | 6.90% | 1.15% | 0.00% | 3.45% | 84 | 91.67% |
| Communication between school and home | 49.43% | 40.23% | 9.20% | 0.00% | 0.00% | 1.15% | 86 | 90.70% |
| My child demonstrates knowledge of art and music | 45.98% | 47.13% | 5.75% | 0.00% | 0.00% | 1.15% | 86 | 94.19% |
| My child demonstrates self-control, responsibility and concern for others. | 56.32% | 37.93% | 5.75% | 0.00% | 0.00% | 0.00% | 87 | 94.25% |

2009-2010 Parent Satisfaction Survey - All Grades

| Categories | Very Satisfied | Satisfied | Somewhat Dissatisfied | Very Dissatisfied | Don't know | Unclear Response | # Real Responses | Very Satisfied or Satisfied |
|--|----------------|-----------|-----------------------|-------------------|------------|------------------|------------------|-----------------------------|
| Overall school culture and environment | 48.66% | 45.59% | 3.45% | 0.77% | 0.77% | 0.77% | 259 | 94.98% |
| Standards and expectations for student learning and behavior | 55.94% | 39.08% | 2.30% | 1.92% | 0.77% | 0.00% | 261 | 95.02% |
| Class size | 37.93% | 45.59% | 13.03% | 1.15% | 1.92% | 0.38% | 260 | 83.85% |
| Support and concern for my child's individual growth | 52.49% | 41.76% | 2.68% | 1.15% | 1.15% | 0.77% | 259 | 94.98% |
| My child's academic achievement/progress | 52.87% | 39.85% | 4.60% | 1.15% | 1.15% | 0.38% | 260 | 93.08% |
| My child's behavioral conduct/progress | 47.51% | 38.31% | 4.98% | 0.77% | 0.00% | 8.43% | 239 | 93.72% |
| School discipline policy and procedures | 47.51% | 34.87% | 7.28% | 1.92% | 0.00% | 8.43% | 239 | 89.96% |
| Opportunities for parent/family involvement | 44.83% | 41.38% | 4.21% | 0.38% | 1.15% | 8.05% | 240 | 93.75% |

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| | | | | | | | | |
|--|--------|--------|-------|-------|-------|--------|-----|--------|
| Communication between school and home | 45.21% | 37.55% | 6.51% | 1.15% | 0.77% | 8.81% | 238 | 90.76% |
| School leadership | 41.92% | 44.62% | 3.08% | 0.77% | 1.15% | 8.46% | 238 | 94.54% |
| Quality of your child's teacher(s) this year | 56.32% | 32.57% | 2.30% | 0.77% | 0.00% | 8.05% | 240 | 96.67% |
| School safety | 47.89% | 38.31% | 3.83% | 1.53% | 0.00% | 8.43% | 239 | 94.14% |
| School's curriculum and instructional rigor | 47.89% | 37.16% | 2.30% | 1.53% | 1.53% | 9.58% | 236 | 94.07% |
| Variety of courses and activities offered | 37.16% | 43.30% | 8.05% | 1.15% | 0.00% | 10.34% | 234 | 89.74% |

| 2011-2012 Parent Satisfaction Survey - All Grades | | | |
|--|--------------|------------------------|------------|
| Categories | Actual Score | Minimum Possible Score | Percentage |
| Overall Score | 3.37 | 4 | 84% |
| School Leadership | 3.40 | 4 | 85% |
| Teaching and Learning | 3.53 | 4 | 88% |
| Communication | 3.20 | 4 | 80% |
| Responsibilities and Procedures | 3.18 | 4 | 80% |
| School Culture | 3.53 | 4 | 88% |

The school has not received, nor are we aware of, any formalized grievances or complaints made against the school to the board, Yorkers City School District, or the State Education Department.

3. Is the school faithful to the terms of its charter and has it adhered to applicable laws and regulations?

a. Charter-Specific Performance Goals

Aside from the academic and fiscal goals discussed in the aforementioned sections, that only other goal in CSEE's original charter and first renewal was attendance based. The previous applications stated the school established the goal of maintaining at least 90% school wide attendance over the course of the current charter term. The only measurement of this goal is the school's actual attendance rate. Below, please see the attendance for each year of the school's charter.

| | | | | |
|------------------------|-----------|-----------|-----------|-----------|
| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
| Annual Attendance Rate | 91% | 93% | 93% | 94% |

As indicated in the chart above, CSEE has met its goal of an annual attendance rate of above 90%.

b. Mission and Key Design Elements

The mission of the Charter School of Educational Excellence ("CSEE") is to produce students who meet or exceed all New York State learning standards. CSEE will do this by creating a challenging learning environment with high expectations for every child with an emphasis on the basic subject areas of English-language arts, mathematics, social studies, and science. The school will employ standards-based and research-proven curriculum, implement best educational practices, use a variety of assessments to measure on-going student progress in skills and content learning, and support teachers with professional development opportunities that are aligned to the instructional program. CSEE's emphasis on basic subjects will give students a strong academic foundation that will allow them to become critical thinkers and life-long learners. The school will also expose students to a diverse curriculum that promotes appreciation of art, music, and cultural awareness. CSEE will provide a safe and nurturing environment for all students and foster a strong partnership with families and the community.

The principal and staff, under the aegis and governance of the Board of Trustees, will implement high

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levels of best practices in teaching and learning to insure that the mission and purpose of the charter are realized through student achievement and accomplishments.

We view the next five years in the context and framework of extension, enrichment and continuous improvement where we have fully realized our vision of a school where high expectations have challenged each child to exceed all State learning standards. We strongly believe philosophically that every child must be provided first with a strong foundation in the “three R’s” – reading, writing, and arithmetic. Once the basics have been mastered the child will have a strong foundation from which to tackle higher order skills, and to achieve at high levels. During the next five years, we expect to engage our students in more rigorous and challenging work focusing on problem solving, inquiry, and authentic literature. Authentic literature refers to narrative and expository texts that are written in the original, natural language of the authors. For example, in the fifth grade, students read *The Diary of Anne Frank* in relation to their Core Knowledge Social Studies topic. Indeed, students will engage in challenging work, such as conducting experiments for deep understanding, exploring cultures and histories using primary documents, engaging in debates of classical literature, analyzing great works of art, and appreciating musical composition, among others. The nature of our times and the issues society faces makes it even more essential that we achieve our goal is for every child to become a critical thinker and life-long learner.

As the first public charter school in Westchester County, and – of course – in Yonkers, CSEE has responded as a school of choice for local residents who have been disenchanted with the local public school system. We know first hand as parents of children in the Yonkers public schools the overwhelming need for quality public school choice in our community. As parents, residents, involved community members, and supporters of the public schools in Yonkers, we believe CSEE continues to attract families to a school that provides a safe, dynamic and engaging environment committed to continuous student achievement. This is evidenced by the fact that in fall of 2007, CSEE applied to the State Education Department for a sixth grade in response to the feedback from parents who desired to have their then fifth graders remain in the school. CSEE was approved to provide service to sixth grade students and in 2010, was approved to expand service to seventh and eighth grade students. This on-going commitment both from the families we serve and our charter authorizer shows that we have made a positive impact in the lives of our students and in our community.

We believe that CSEE emphasizes initiatives that make us unique and a model of an educational enterprise focused on students. Some of the characteristics that make our school a worthy institution include:

- CSEE is housed in a new school building built by the Board of Trustees to provide a bright, new setting for teaching and learning.
- CSEE has established partnerships with city agencies to both enrich educational opportunities and to provide services to students and parents.
- CSEE provides students with an enriching after-school program initiative.
- CSEE has established corporate partnerships that have resulted in a beautiful playground for students.
- CSEE has established partnerships with local universities to support staffing and professional development initiatives.

Key Design Elements

In keeping with our mission and purpose, CSEE’s educational program will increase learning opportunities for all children in several ways.

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- We will continue to offer an extended day of approximately eight (8) hours. This provides more time to focus on mastery and enrichment in basic subjects. Also, the extended day will provide us with additional time to extend our arts program during the school day. This key design element has been fully implemented.
- CSEE will continue to take advantage of the longer school day through scheduling that allocates extended blocks of time for basic subjects, rather than the traditional schedule of discrete forty-five minute periods. This offers teachers and students sufficient and uninterrupted time blocks to meaningfully explore the basic subjects to ensure that students develop a much deeper understanding of the material. For example, our teachers have used the time the time to facilitate social studies projects or lead extended scientific experiments. This key design element has been fully implemented.
- CSEE will continue to increase learning opportunities by strategically deploying Teaching Assistants throughout the building. Teaching assistants provide more personal attention to individual students who are falling behind academically and assist with differentiation and grouping of students engaged in further exploration of a subject matter. This key design element has been fully implemented.
- In addition, the standards-driven and researched-based curriculum ensures all students are instructed through effective programs aligned with State learning standards. The curriculum provides a richer and more diverse learning experience. For example, the research-based social studies program, Core Knowledge, supplemented with the McGraw-Hill program, provides significant knowledge of diverse peoples and cultures and engages students in a rich learning experience. This key design element has been fully implemented.
- Finally, CSEE will continue fostering learning opportunities by offering students meaningful experiences in the arts. This portion of the educational program will tap the diverse talents of the student body and will expose them to dance, theatre, music, and the visual arts. For example, students create paintings, give theatrical performances, demonstrate artistic knowledge, or analyze great works of art. This key design element has been fully implemented.

c. Admissions and Enrollment

CSEE will adhere to the provisions of Section 2854 (2) of the Education Law to guide the admission policies and procedures.

Equal Access

As per §2854(2)(a) and (b), the school will be open to any student who is qualified under the laws of New York for admission to a public school. Admission of students will be not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, ancestry, proficiency in English or any other ground that would be unlawful. In short, there will be no admission requirements and no tests of any sort will be given to determine whether or not admission will be granted.

Every student will be enrolled who submits a timely application space permitting. If the number of applications exceeds the school's capacity per grade level or building-wide, the applicants will be selected on the basis of an open lottery. Preference will be given to students residing in the school district in which the school building is located, to siblings of students already enrolled in the school, and to students returning to the school in any subsequent years of operation.

Application In Support of the Renewal of the Charter School of Educational Excellence

Outreach Plan

Upon approval of the renewal charter, CSEE will continue to pursue extensive outreach efforts in the local community and will not be selective in any way. A recruiting team composed of board members, local volunteers, and school staff will be formed to focus exclusively on this effort. The goal of the outreach plan is to provide as much information as possible to families who may be interested in enrolling their child. To achieve this end, information kits, containing brochures, flyers, application forms, and vital school information, will be distributed throughout the community. These information kits, translated in English and Spanish, will be available at local businesses, day care centers, social service agencies, any institution serving families with young children, and mailed to families with school age children. In addition, the school will advertise in the local newspaper and hold a series of information sessions in the community, which will include open houses and recruitment fairs.

Application Process

Upon approval of the renewal charter, the application period will begin on January 1st; the deadline for applications to be received for Lottery will be April 1. However, application will continue to be received beyond the Lottery drawing. As discussed above, school information kits, including applications, will be widely available.

The application process begins when a parent or guardian completes an application form. It will provide the school with basic information about their child, such as, name, address, date of birth, and number of siblings applying to the school. All applications for Lottery must be received on or before the application deadline. Once received, it will be time-stamped, photocopied to a separate secured file, and entered into a database. All information provided on the application will be verified with the applicant's family, especially, the student's age, address, and sibling status. After an application has been deemed complete and accurate, a confirmation card will be mailed indicating the receipt of the application.

Please note that applications received after the deadline will be entered into the database on first-come, first-serve basis. If a lottery has not been held, applicants will be admitted to the school by grade in the order in which their applications were received. If a lottery has been held, these applicants will be placed on a waiting list beginning after the last person in each grade who was selected by lottery. CSEE will inform parents of their status on the waiting list.

Lottery

In the event there are more applications than seats available for any given grade level at the end of the enrollment period, a lottery will be held for that grade level. All applicants will be contacted by phone and mail to notify them of the date, time and location. It will be held at an appropriate time for parents, such as a weekday evening, and at or near the location of the school. The lottery will be open to all interested parties and to the general public.

The lottery will be held in full view of the public. There will be one index card per applicant with their name, address, sibling status, and grade level. Each card will be placed in a box representing a grade level. One card will be selected from each box beginning with the lowest grade and continued to the highest-grade level for that lottery. The process will then repeat until all available spaces have been filled at each grade level. If there are cards still remaining, the process will be repeated to produce a waitlist. As each card is selected, it will be read aloud and placed on a poster board for public display. The card will then be handed to the record keeper, who will number the card and place it in a file.

Within 48 hours after the lottery has been held, letters will be mailed to all families, indicating whether the child was admitted or has been placed on a wait list.

Registration

For students who have been admitted, parents will be requested to register their child by the last day of school. The registration form will include emergency contact information, immunizations status, and other pertinent information. If a family has not responded by the registration deadline date or has chosen another school, the next child on the wait list will be notified regarding their admission to the school. Upon registration (or on the first day of instruction for students) parents will receive an updated copy of the Parent Handbook.

d. Legal Compliance

Certified Teachers

In accordance with Article 56 Section 2854(3)(a-1) of New York State Education Law, all teachers, regardless of the number of students taught or hours per week employed, will be certified in accordance with the requirements applicable to other public schools; provided, however, that the school may employ as teachers, with the exception of special education staff, (i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience; (ii) tenured or tenure track college faculty; (iii) individuals with two years of satisfactory experience through the Teach for America program; and (iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience, provided, however, that such teachers described in clauses (i), (ii), (iii) and (iv) of this paragraph shall not in total comprise more than thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less. Furthermore, all classroom teachers, teaching assistants will be Highly Qualified as defined by the No Child Left Behind Act of 2001(NCLB) and the Individuals with Disabilities Education Act (IDEA). All special education teachers will be New York State certified in special education and will be Highly Qualified as defined by NCLB and IDEA.

Freedom of Information Law

When CSEE receives a request for information under the Freedom of Information Act, it will respond in the following manner: (1) within five (5) business days of receipt of a written request, CSEE will either make the information available to the person requesting it, deny the request in writing, or provide a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied; (2) if an individual is denied access to a record, he or she may, within thirty (30) days, appeal such denial to the School Principal of CSEE or his or her designee; (3) upon timely receipt of such an appeal, CSEE will, within ten (10) business days of the receipt of the appeal, fully explain the reasons for further denial or provide access to the record sought. CSEE also will forward a copy of the appeal, as well as its ultimate determination, to the Committee on Open Government of New York State. CSEE may deny access to a requested record for a variety of reasons, including that: (1) such access would constitute an unwarranted invasion of personal privacy; (2) such records are compiled for law enforcement purposes; and, (3) such records are inter-agency or intra-agency materials which are not statistical or factual tabulations of data, instructions to staff that affect the public, or a final policy.

Open Meetings Law

CSEE's policies relating to New York State Open Meetings Law are as follows:

Executive Session

To enter into executive session, a motion for executive session must be made during a meeting by a Trustee, the subject of the executive session must be specifically identified, and the motion to conduct the executive session must be carried by a majority vote of the Trustees. Topics for an executive session will be limited to those confidential matters identified in the Open Meetings Law of New York for Public Officials, as amended from time to time.

Application In Support of the Renewal of the Charter School of Educational Excellence

Notices

To the extent practicable, written notice of meetings of the Board of Trustees shall be given to Trustees at least five (5) days prior to the date set for such meeting. Notice thereof shall state the time and place of the meeting and, in the case of a special meeting, the purpose or purposes for holding such meeting and the Trustee(s) who called for the special meeting.

Notice to the General Public

If a Board of Trustees meeting is scheduled at least one week in advance, notice of its time and place shall be given to the news media and conspicuously posted in one or more public locations at least 72 hours before the meeting. If a meeting is scheduled less than one week in advance, notice of the time and place of the meeting shall be given to the news media, to the extent practicable, and shall be conspicuously posted in one or more public locations at a reasonable time before the meeting. New Hope provisions in this section 12 are subject to the Open Meetings Law of New York. To the extent of any conflict between any provision of these Bylaws and the open Meeting Law, the Open Meetings Law shall prevail and control.

CSEE's Board of Trustees has enlisted a Board Counsel to provide advice on legal matters pertaining to the school, including reviewing school-based policies, documents, transactions, and incidents. The Board Counsel is independent from Victory Education Partners, CSEE's management company. Additionally, Victory Education Partners, offers legal services which are coordinated through the organization's General Counsel and, if necessary, through third party legal service providers. In addition to dealing with day-to-day legal issues that the school encounters, Victory's legal department ensures that CSEE is in compliance with the appropriate rules and regulations.

4. Should the school's charter be renewed, what are its plans for the term of the renewal charter?

EXHIBIT 1

MISSION STATEMENT

Application In Support of the Renewal of the Charter School of Educational Excellence

The mission of the Charter School of Educational Excellence (“CSEE”) is to produce students who meet or exceed all New York State learning standards. CSEE will do this by creating a challenging learning environment with high expectations for every child with an emphasis on the basic subject areas of English-language arts, mathematics, social studies, and science. The school will employ standards-based and research-proven curriculum, implement best educational practices, use a variety of assessments to measure on-going student progress in skills and content learning, and support teachers with professional development opportunities that are aligned to the instructional program. CSEE’s emphasis on basic subjects will give students a strong academic foundation that will allow them to become critical thinkers and life-long learners. The school will also expose students to a diverse curriculum that promotes appreciation of art, music, and cultural awareness. The Charter School for Educational Excellence will provide a safe and nurturing environment for all students and foster a strong partnership with families and the community.

The principal and staff, under the aegis and governance of the Board of Trustees, will implement high levels of best practices in teaching and learning to insure that the mission and purpose of the charter are realized through student achievement and accomplishments.

EXHIBIT 2

PROJECTED ENROLLMENT

Application In Support of the Renewal of the Charter School of Educational Excellence

| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Number of Students Per Year | 642 | 642 | 690 | 690 | 690 |
| Grades Served per Year | K-8 | K-8 | K-8 | K-8 | K-8 |

Attrition is not accounted for based on the fact that we currently have a waiting list of over 200 children. In order to be eligible for kindergarten, a child must reach age five by December 1st.

EXHIBIT 3

SCHOOL CALENDAR

New York State Education Department
Application In Support of the Renewal of the Charter School of Educational Excellence

The school is required to provide, at a minimum, 180 days of instruction. The schedule found below includes 183 days of instruction in anticipation of snow days, emergencies, or any other circumstance, which would require the school to cancel an instructional day. If these days are not used, the schedule may be adjusted accordingly.

CSEE 2012-2013 School Year Calendar

183 Scheduled School Days.

July (0)

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

August (0)

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

September (14)

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-------|-----|-----|-----|-----|-----|-----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23/30 | 24 | 25 | 26 | 27 | 28 | 29 |

October (21)

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

November (18)

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

December (15)

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-------|-------|-----|-----|-----|-----|-----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23/30 | 24/31 | 25 | 26 | 27 | 28 | 29 |

January (23)

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

February (15)

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | | |

March (16)

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-------|-----|-----|-----|-----|-----|-----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24/31 | 25 | 26 | 27 | 28 | 29 | 30 |

April (22)

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

May (22)

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-----|-----|-----|-----|-----|-----|-----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

June (17)

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-------|-----|-----|-----|-----|-----|-----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23/30 | 24 | 25 | 26 | 27 | 28 | 29 |

Key: blue – no school; yellow – pre-service; green – first day of school; red – half days

Application In Support of the Renewal of the Charter School of Educational Excellence

Important Dates/School Holidays/Teacher In-Service

| | |
|--|-------------------------|
| All Faculty and Staff Pre-Service Development | August 20-August 31 |
| Labor Day | September 3 |
| First day of school for students | September 6 |
| Rosh Hashanah | September 17-18 |
| Half-day of school: Teacher coaching day | September 25 |
| Yom Kippur | September 26 |
| Columbus Day | October 8 |
| Half-day of school: Teacher coaching day | October 16 |
| Election Day | November 6 |
| Veteran's Day | November 12 |
| Half-day of school: Teacher coaching day | November 21 |
| Thanksgiving Vacation | November 22 – 23 |
| Half-day of school: Teacher coaching day | December 12 |
| Christmas Vacation | December 24 – January 1 |
| MLK Day | January 21 |
| Half-day of school: Teacher coaching day | January 22 |
| Winter Recess | February 18-25 |
| Half-day of school: Teacher coaching day | March 19 |
| Spring Recess | March 25-29 |
| Half-day of school: Parent/Teacher conferences | April 3 |
| Half-day of school: Teacher coaching day | April 16 |
| Half-day of school: Teacher coaching day | May 21 |
| Memorial Day | May 30 |
| Half-day of school: Teacher coaching day | June 18 |
| Last Day of school for students and teachers | June 25 |

EXHIBIT 4

SCHOOL SCHEDULE

New York State Education Department

Application In Support of the Renewal of the Charter School of Educational Excellence

During the Charter School of Excellence’s (CSEE) standard school week, students will spend 2,300 minutes (or 38.3 hours) on instruction. Each standard school week, the school will devote 1,375 minutes, or approximately 23 hours a week. The regular school day will run from 8am-4:00pm. Once a month the students’ school day will run from 8am-2pm, and teachers will spend the time between 2pm-4pm receiving targeted professional development.

| MODULES | MONDAY | | | TUESDAY | | | WEDNESDAY | | | THURSDAY | | | FRIDAY | | |
|-------------------------------|------------------|--------------|--------------|------------------------|----------------------------|---------------|------------------|------------|----------------|------------------|------------|--------------|------------------|-------------|-----------------|
| 8:00-8:15 | MORNING ROUTINES | | | MORNING ROUTINES | | | MORNING ROUTINES | | | MORNING ROUTINES | | | MORNING ROUTINES | | |
| 1 8:15-9:05 | ELA | | | ELA | | | ELA | | | ELA | | | ELA | | |
| 2 9:05-9:55 | ELA | | | ELA | | | ELA | | | ELA | | | ELA | | |
| 3 9:55-10:45 | MATH | | | MATH | | | MATH | | | MATH | | | MATH | | |
| 4 (K-1) 10:45-11:35 | MATH | | | MATH | | | MATH | | | MATH | | | MATH | | |
| 5 (2, 3, 5, 8) 11:35-12:25 | 1-A ART | 1-B MUSIC | 1-C GYM | 3-B HEALTH | 1-A MUSIC | 1-C SPAN | 1-A GYM | 1B ART | 1-C MUSIC | 1-A SPAN | 1-B GYM | 1-C MUSIC | 1-A MUSIC | 1-B SPAN | 1C ART |
| 6 (4, 6, 7) 12:25-1:15 | K-A ART | K-B MUSIC | K-C GYM | 3-A HEALTH | 1-B MUSIC | K-C SPAN | K-A GYM | K-B ART | K-C MUSIC | K-A SPAN | K-B GYM | K-C MUSIC | K-A MUSIC | K-B SPAN | K-C ART |
| 7 1:15-2:05 | 3-A ART | 3-B MUSIC | 2/3-C GYM | 4-A HEALTH | 2-B ART K-A MUSIC | 2/3-C SPAN | 3-A GYM | 3-B ART | 2/3-C MUSIC | 3-A SPAN | 3-B GYM | 2/3-C ART | 3-A MUSIC | 3-B SPAN | 2/3-C HEALTH |
| 8 2:05-2:55 | 4-A ART | 4-B MUSIC | 3/4-C GYM | 4-B HEALTH | 2-A ART K-B MUSIC | 3/4-C SPAN | 4-A GYM | 4-B ART | 3/4-C MUSIC | 4-A SPAN | 4-B GYM | 3/4-C ART | 4-A MUSIC | 4-B SPAN | 3/4-C HEALTH |
| 9 2:55-3:45 | 2-A ART | 2-B MUSIC | 1/2-C GYM | ART CLUB GRADE 4 | MUSIC CLUB GRADE 3 | 1/2-C SPAN | 2-A GYM | 2-B ART | 1/2-C MUSIC | 2-A SPAN | 2-B GYM | 1/2-C ART | 2-A MUSIC | 2-B SPAN | 1/2-C ART |
| DISMISSAL 3:45-4:00 | DISMISSAL | | | DISMISSAL | | | DISMISSAL | | | DISMISSAL | | | DISMISSAL | | |

SAMPLE 5TH-8TH GRADE SCHEDULE

| Period | Start | End | Length | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|----------|----------|--------|-----------------------|--------------------|-----------------------|--------------------|--------------------|
| MM | 8:00AM | 8:15AM | 0:15 | Morning Routines | Morning Routines | Morning Routines | Morning Routines | Morning Routines |
| 1 | 8:15AM | 9:05AM | 0:50 | Math | Math | Math | Math | Math |
| 2 | 9:05 AM | 9:55AM | 0:50 | Math | Math | Math | Math | Math |
| 3 | 9:55 AM | 10:45AM | 0:50 | ELA | ELA | ELA | ELA | ELA |
| 4 | 10:45 AM | 11:35AM | 0:50 | ELA | ELA | ELA | ELA | ELA |
| 5 | 11:35 AM | 12:25 PM | 0:50 | Science | Science | Science | Science | Science |
| 6 | 12:25 PM | 1:15 PM | 0:50 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 7 | 1:15 PM | 2:05 PM | 0:50 | Art | Music | Spanish | Health | Spanish |
| 8 | 2:05 PM | 2:55 PM | 0:50 | Social Studies | Social Studies | Social Studies | Social Studies | Social Studies |
| 9 | 2:55 PM | 3:45 PM | 0:50 | Character Development | Physical Education | Character Development | Physical Education | Physical Education |
| CE | 3:45 PM | 4:00 PM | 0:15 | Dismissal | Dismissal | Dismissal | Dismissal | Dismissal |

EXHIBIT 5

KEY DESIGN ELEMENTS

Application In Support of the Renewal of the Charter School of Educational Excellence

Our goal at CSEE is to create a generation of thinkers and doer's. We expect our students to develop an understanding that hard work pays off and that success comes to those who believe in themselves and who aspire to achieve great things in life. It all begins with students striving to meet and exceed New York State Standards in all key academic areas and having the ability to articulate and perform proficiently in reading, writing, science, technology and math. The uses a curriculum that is research based and aligned to Common Core State Standards and New York State Learning Standards. Students will benefit from an extended school day with more time on task for mastery of academic subjects. We will have a school-wide focus on critical thinking, reading and writing across all content areas to improve the overall academic performance of every student.

CSEE will use varied and innovative teaching methods that will meet the academic needs of all students. Teaching methods will be deployed according to what is appropriate for students' learning styles and different subject matters. For example, during the ELA time block, teachers will employ highly focused and interactive lessons geared towards small group instruction and provide targeted assistance to groups that may need additional help. For math instruction, teachers will deliver lessons directly to students and form cooperative groups of three or four students to practice what they have learned. In social studies, project based learning, supported with primary sources and original documents, will be the vehicle for bringing history alive. In science, teachers may use an interactive and hands-on approach by facilitating experiments and investigations. During the start-up phase of the school and on an on-going basis, experienced senior educators will train and coach teachers on how and when to use the varied teaching methods.

The instructional program at CSEE is specifically designed to meet all of the Common Core State Standards and New York State Learning Standards. Teachers are expected to create a rigorous program for students. Expectations for student performance are high. Our goal is to meet and exceed New York State performance levels and assessment standards in ALL students. Instruction is age/grade appropriate with a strong emphasis on the development of students' social and academic skills through character building activities.

Core Knowledge

Core Knowledge is a detailed outline that provides a common base of curriculum content for language arts, history, geography, mathematics, science, art, and music at the Academy. The Core program has been called a gifted program for all children. It is designed to encourage steady academic progress for children to build skills from one year to the next. Core prevents repetition and gaps in instruction that occurs when schools lack a definitive curriculum guideline.

The Core Sequence is also based on knowledge of cultural diversity, so students celebrate and understand each other's heritage. Core stresses the value of the arts as essential knowledge that students should have, and, in the Core Sequence, there are many opportunities to sing, dance, listen to music, play, act, read and write poetry, draw, paint, and make objects. Students are also exposed to fine paintings and musical compositions. With this basic arts foundation, our students are able to participate in and communicate ideas and feelings about arts experiences.

English Language Arts and Literacy Development (Balanced Literacy)

Our Curriculum has interwoven literature from our Houghton Mifflin Harcourt *Journeys* Literacy Program, trade books, leveled texts, and Core Knowledge. In the middle school grades, CSEE will use Apprentice Hall's Literacy program. During ELA, learning activities are differentiated and skills are taught in small group settings. Our students find related meanings in all stories and literary content as they study the countries and cities of the story settings and characters, and even the language, music, and art of the country and time period in which the stories take place.

Reading

Our reading program is designed to teach every student how to read. The components of our Balanced Literacy Program contain read alouds, shared reading experiences, responses to literature, word work, guided reading and guided strategy groups, independent reading, partnership reading and one-on-one/group conferences. Teaching and learning in the workshop structure enables our students to take responsibility for their learning as they become successful readers. Reading skills and strategies are tailored to the needs and level of each individual student.

There is ongoing reading assessment and practice, and areas in need of reinforcement are supported as needed. All curricula, including mathematics, social studies, health, science, art, and music, have incorporated reading practices to support learning in all the academic subject areas. Students at CSEE have opportunities to utilize and practice critical thinking skills to solve math problems, raise questions and apply reason to problems and tasks; explore historical biographies; investigate issues that relate to a healthy mind and body; conduct animal studies; and research to learn about great artists and musicians and complete written projects.

Writing

Our writing program is taught through the writers' workshop. Our students are provided consistent, predictable opportunities to explore the world as writers. Their daily writing experiences include focused mini-lessons, conferences, guided writing lessons, writing centers and a forum to share their accomplishments. To supplement our writing program, we use the Great Source Writing Program as well as the 6 & 1 Traits of Writing, replete with writing rubrics and lessons on the conventions of writing. Writing has been integrated into all curricula, and focuses on students' abilities to engage in the writing process which includes preparing written drafts for revising, editing and evaluation. Final edited drafts corrected in grammar and punctuation, with detailed and well-formatted stories and poems, are then "published" and displayed in the classrooms, hallways or filed into student portfolios. All students have the opportunity to enjoy author studies, which often culminate in meeting real authors, or journalists who model exemplary methods of writing and editing.

Listening

Students are engaged throughout the day in activities that promote listening skills. Our student-centered classrooms, with their stimulating classroom environments, focus on encouraging active listening and sharing of ideas in a cooperative learning environment. Through explicit instruction such as modeled think-alouds, our students become meta-cognizant of their learning to the point that they can have meaningful, engaging peer conversations. These guided listening activities, interactive read-a-louds, differentiated graphic organizers, partnerships and responses to literature assist students in developing note-taking skills necessary for effective test-taking strategies in preparation for the 4th grade ELA examination. Students practice their listening skills on a daily basis in various forums.

Speaking

Students are engaged in developing a repertoire of words appropriate to formal and social situations. Students will listen to and present oral presentations to develop the skill of expressing personal points of view, formulating opinions and judgments and fluently articulating their understanding of the world, views and people around them. They role play, practice correct grammar, and understand their responsibility to express themselves in their reading, writing, and goal setting conferences with their teachers. Students speak on a daily basis in various forums.

Mathematics

GO Math! is a math program developed to support the Common Core Curriculum Standards. There are many math programs that offer a more traditional approach, in which topics are introduced more slowly and practiced more thoroughly before moving on. Again, the choice was made to go with Houghton Mifflin Harcourt's program. HMH's *Go Math* is especially appealing, with its emphasis on interactive, language based instruction. Students are taught to interpret mathematical situations and put them into their own words. This should make it easier for students to see the connection between basic skills and applications, such as measuring and graphing. It should also help facilitate the transition to more formal algebraic word problems in the upper elementary grades.

In the middle school grades, CSEE will utilize Impact Math. Each multiday lesson begins with a full-class discussion, activity, or problem designed to introduce the mathematics and help set a context for learning. The teacher is the focal point of instruction during the introduction as he or she sets the tone of the discussion by posing questions, soliciting ideas, orchestrating an activity, or monitoring strategies that students will use to solve problems. To help guide the lesson introduction, Explore activities and Think & Discuss questions are provided in the student materials. A successful lesson introduction sparks ideas and provokes discussion, but may still leave

questions unanswered and problems left unsolved to investigate. Middle grades students want to understand the point of their learning, and the occasional unresolved issue will motivate them to find out. These issues will be revisited and resolved through Problem Sets and Investigations.

Science

Our Science curriculum is a research-based, real-life, hands-on approach to learning science. The program consists of learning three units of studies in science aligned to the New York State Standards, which include: Life Science Earth Science Physical Science We use several tools to supplement the program in order to give students more comprehensive experiences in science and prepare them for the 4th grade New York State exam in Science (ESPET). The Macmillan/McGraw-Hill Science textbook series is a complete and comprehensive standards-based program that provides activities for students to observe, question, hypothesize, experiment, and draw conclusions. Using manipulatives students will be able to solve problems; interpret data; predict outcomes and communicate their findings to demonstrate their understanding and knowledge of scientific concepts.

Social Studies

Students study a comprehensive history and geography curriculum, which is integrated with music and art. Some topics presented in social studies include the study of Black History, Ancient Egypt, Early Americans, The Middle Ages, WWI and WWII, the French Revolution, and current events in Latin America. Students learn and develop map skills, research techniques, awareness of cultures, and of the United States and abroad.

Music and Art

The music and art curriculum integrates social studies as its central theme, so that each history or geography unit is broadened and enhanced with related music and art experiences. Reading and writing is infused throughout the programs.

Languages Other Than English (Spanish)

To promote cultural awareness and the appreciation and respect for other people, CSEE will teach its children Spanish as a Second Language. The main component of the foreign language curriculum will be Amigos: Spanish as a Second Language, published by REI America. This will be supplemented with teacher-developed lessons that engage students in creative speaking and listening classroom activities. The first goal of foreign language education is for students to communicate at a basic literacy level in one language other than English. One of the goals of our Spanish program is to promote the acquisition and proficiency of social language. Students will be able to understand basic commands and formulate simple phrases. The second goal of the program is for students to understand the interrelationship between language and culture. Students will acquire an understanding of and an appreciation of the cultures that exist within our community and gain a better understanding of gestures, perceptions, and learn about folklore. This will help students develop cross-cultural understanding.

Physical Education

The Physical Education Curriculum enables students to master manipulative and large motor skills. Students perform warm-up and cool-down exercises both indoors and outdoors. Students become competent in a variety of physical activities. Our students design a weight-control and stress-management system with skills for flexibility and physical endurance. A safety awareness program that is integrated into our physical education program helps students develop skills of cooperation, as students express concern for the safety of others. Through physical education exercises, the language arts skills of listening, speaking, reading, and writing are utilized in planning and organizing games and sports and in communicating to classmates and teachers. Students also use interpersonal and character building skills in their discussions about games and sports.

Health Education

The Health Curriculum is designed to strengthen skills and knowledge in maintaining personal health and fitness, in creating a safe and healthy environment, and in establishing contacts with community including health and physical education resources. Our students learn about the human body, dental care, the dangers of nicotine alcohol and drugs, and common household products, and the value of exercise and good nutrition. They also

Application In Support of the Renewal of the Charter School of Educational Excellence

develop skills in enhancing their self-esteem and sense of well being, and they practice dance techniques and large motor games. As in all curricula, listening, speaking, reading, and writing activities have been included in lessons, homework, and tests, so that students practice language arts skills that they need to know for standardized and informal tests. Students also practice interpreting complex information and practice working in small and large groups to share tasks and information about health.

Moreover, in an effort to provide a very high level of student centered attention and to address the unique developmental needs of our students, teachers will work collegially, both horizontally and vertically. In the horizontal teaming model, teachers meet in smaller teams at each grade level. The horizontal team meets for a variety of purposes, such as pacing of the curriculum, student achievement, planning based on assessment data, interdisciplinary unit/project planning, and to monitor developmental/ social growth. In the vertical teaming model, teachers meet in smaller teams within each content area. The vertical team meets for a variety of purposes, such as monitoring the scope and sequence, revising the alignment of content to state standards, sharing of best practices, checking on skill development and student achievement, planning based on assessment data, and designing interdisciplinary units/projects.

CSEE's students benefit from a learning environment that is warm, nurturing and supportive. Our understanding that every child has their own individual learning style and needs helps CSEE design differentiated lessons that meet the unique needs of every child. We believe that fostering the intellectual development of students helps maximize their potential for academic success.

Character development is another important component in CSEE's program. Through our Core Virtues program, our lessons instill the concept of respect for self and others and engage students in projects that promote their understanding of the civic and moral responsibility they have to themselves and to the world around them. Our monthly themes culminate in a celebration that recognizes students who demonstrate virtuous qualities in their day-to-day interactions with peers and others. CSEE promotes good citizenship in students.

CSEE encourages teachers to engage in "Performance-based" instruction, so that our students learn both the basics and the higher-level skills they will need after graduation. Performance-based classes are more difficult to design and teach than the lecture approach, but they help children learn better and become excited about learning. Children learn by doing. Students are required to prove, through their projects and presentations, that they have mastered knowledge and skills in language arts, social studies, mathematics, and science.

Highly qualified professionals that are specialists in the instruction of specific grades and subject areas lead our programs. The staff operates with the fundamental belief that teamwork and collaboration supports our standards for excellence that are intended to promote student achievement as well as the professional development and the success of the school's staff. CSEE is a community of team players and lifelong learners. Through frequent and ongoing professional development, sharing of best-practices, and using data to drive instruction, our school community will demonstrate the benefits of institution performance based accountability measures.

We invite parents, community and supporters of CSEE to join us in making a difference. As models and mentors, the imprints we leave in the hearts and minds of our students are virtues children will learn to live by throughout their lifetime. Our contributions to our students' education and our high expectations of ethics, self-discipline and academic excellence are the key to our students achieving long-term happiness, success and independence. CSEE wants to see students persevere and succeed.

Application In Support of the Renewal of the Charter School of Educational Excellence

a. Academic Program and Ability to Operate in an Educationally Sound Manner

CSEE is not requesting any changes to its maximum enrollment, grades served, or school design. However, the school does intend to change its math and ELA curriculum model. Below, please find information about those changes.

K-6 Reading

1. What is the curriculum that will be used and how does it provide clear content and skills that are ambitious yet realistic for each grade or performance level?

Program Description

Houghton Mifflin Harcourt *Journeys* is a comprehensive K–6 reading/language arts program that is designed to meet the full range of the Common Core State Standards and the Response to Instruction model supporting students in being successful. *Journeys* features an explicit, systematic instructional design that based on the research and best practices of its program authors, such as Irene Fountas, Shane Templeton, Jack Pikulski, David Chard, J. David Cooper and Sheila Valencia, and uses a wide range of print and digital texts and activities to support and engage students at school, and at home.

Journeys is a comprehensive integrated core reading program. *Journeys*' supports the Common Core by emphasizing explicit, systematic instruction in the areas of reading, fluency, writing, speaking and listening, and language. The program provides ample practice and application of these skills, using a variety of meaningful resources and activities suited to different types of learners to reinforce instruction and learning. *Journeys* is easy to navigate both in print and within its vast online resources. *Journeys* features a core reading book that integrates strong vocabulary and language arts instruction with incredible children's literature. The *Journeys* supporting components include hundreds of leveled readers and leveled reader plans designed by Irene Fountas for excellent, research-based small group instruction.

For the past few years, the Charter School of Educational Excellence has used two approaches to meet its literacy goals: a reader's-writer's workshop and a basal program by Scott Foresman. The combination has provided teachers and students with multiple means to improve literacy behaviors. While students with secure reading and writing skills have done well with these approaches, those with learning challenges have not. In particular, students with challenges have fallen short of the requisite benchmarks in basic sight word acquisition, word analysis skills, spelling, vocabulary, and fluency. These weaknesses have also greatly impacted their writing skills. To a lesser extent, the same children showed deficits in various aspects of both reading and listening comprehension.

Having observed numerous lessons during the ELA/Literacy block, it became clear that the Scott Foresman lessons were geared at too high a level for at least a third of the students. Furthermore, a small subset of these students were performing so poorly that it was felt they would need some type of early intervention program. Teachers, while well prepared for their lessons, seemed uncertain how to use the Scott Foresman materials to differentiate lessons for such a wide divergence of ability.

Houghton Mifflin Harcourt offers a combination of programs that addresses both levels of learning challenges. Last year, the Charter School piloted *Soar to Success*, HMH's early intervention program, in second grade. It was quite successful at meeting the needs for 90% of the students in this class. As a result, *Soar to Success* classes will be created for 2nd, 3rd, and 4th grades in the upcoming school year.

At the same time, the school has decided to use the companion series (*Journeys*) offered by HMH for mainstream learners in Kindergarten through 5th grade. There are two major benefits to this approach. First, lessons are based on a clearly articulated skills sequence in phonics, sight acquisition, spelling, and vocabulary. Second, the overall

Application In Support of the Renewal of the Charter School of Educational Excellence

skills sequence of both *Soar to Success* and *Journeys* is similar, affording an easier transition for students who are ready to move out of the early intervention program.

2. Is the curriculum described in the amendment request aligned with the New York State Learning Standards?

Yes the curriculum is aligned with the New York State Learning Standards, as well as to Common Core State Standards.

3. How is the school's existing curriculum based on rigorous academic standards, in terms of content and implementation?

Scott Foresman's programs are outdated and will not meet the recently adopted Common Core Standards.

4. Who will be in charge of implementing this request if granted?

The Principal, Assistant Principal, and Literacy Specialists will be in charge of implementing this request if granted

K-6 Math

1. What is the curriculum that will be used and how does it provide clear content and skills that are ambitious yet realistic for each grade or performance level?

GO Math! is a K-6 math program developed to support the Common Core Curriculum Standards. With an emphasis on Big Ideas, focused instruction, Math Talk, formative assessment and problem solving, **GO Math!** is a program for districts implementing the Common Core Curriculum Standards.

- Common Core Curriculum Standards, NCTM Focal Points, and the 21st Century Learning Skills were our road map to content development.
- Scaffolded teaching and learning approach- to assure depth of understanding.
- Paced for Success - time to teach, assess, and differentiate instruction before the state test.
- Ready-made Grab-and-Go resources - to save teachers valuable classroom time.

Support for RTI - within each lesson and linked to each assessment, hands-on, print and technology resources for diagnostic/prescriptive teaching.

In math, a similar pattern of learning was observed. Students with average to above average skills do reasonably well in the current program, which uses a spiraling curriculum of skill introduction and review. (Generally, this means that skills are introduced in short lessons and reviewed at various times throughout the year.) However, a spiraling curriculum does not guarantee students with learning challenges a thorough enough introduction to secure a foundation in new skills. They appear to learn the materials one day, but then forget them and/or fail to apply them subsequently.

There are many math programs that offer a more traditional approach, in which topics are introduced more slowly and practiced more thoroughly before moving on. Again, the choice was made to go with Houghton Mifflin Harcourt's program. HMH's *Go Math* is especially appealing, with its emphasis on interactive, language based instruction. Students are taught to interpret mathematical situations and put them into their own words. This should make it easier for students to see the connection between basic skills and applications, such as measuring and graphing. It should also help facilitate the transition to more formal algebraic word problems in the upper elementary grades.

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2. Is the curriculum described in the amendment request aligned with the New York State Learning Standards?

Yes the curriculum is aligned with the New York State Learning Standards, as well as to Common Core State Standards.

3. How is the school's existing curriculum based on rigorous academic standards, in terms of content and implementation?

Everyday Math's programs are outdated and will not meet the recently adopted Common Core Standards.

4. Who will be in charge of implementing this request if granted?

The Principal, Assistant Principal, and Math coach will be in charge of implementing this request if granted.

b. Organizational Viability and Fiscal Soundness

EXHIBIT 6
BUDGET

Charter School of Educational Excellence

Contact Name Eduardo LaGuerre
 Contact Email naica981@cs.com
 Contact Phone 718-538-4830
 Proposed Renewal Charter Term July 1, 2013 to June 30, 2018

PROJECTED BUDGET FOR RENEWAL CHARTER PERIOD

DESCRIPTION OF ASSUMPTIONS

| | | | | | |
|--|-----------|-----------|------------|------------|------------|
| Total Revenue | 9,713,241 | 9,893,651 | 10,077,686 | 10,767,849 | 10,968,619 |
| Total Expenses | 9,266,409 | 9,498,792 | 9,698,920 | 9,665,507 | 10,042,029 |
| Net Income (Before Cash Flow Adjustments) | 446,832 | 394,859 | 378,766 | 1,102,342 | 926,590 |
| Actual Student Enrollment | 642 | 642 | 642 | 690 | 690 |
| Total Paid Student Enrollment | - | - | - | - | - |

| Year 1 2013-2014 | Year 2 2014-15 | Year 3 2015-16 | Year 4 2016-17 | Year 5 2017-2018 |
|---------------------|-------------------|-------------------|-------------------|---------------------|
|---------------------|-------------------|-------------------|-------------------|---------------------|

Note: Please insert additional detail lines as appropriate.

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue:

CY Per Pupil Rate

<https://stateaid.nysed.gov/charter/>

| | 2.0% | 2.0% | 2.0% | 2.0% | 2.0% |
|---|------------------|------------------|------------------|------------------|-------------------|
| School District 1 (Yonkers City School District) | 8,924,735 | 9,103,229 | 9,285,294 | 9,924,881 | 10,123,379 |
| School District 2 (Enter Name) | - | - | - | - | - |
| School District 3 (Enter Name) | - | - | - | - | - |
| School District 4 (Enter Name) | - | - | - | - | - |
| School District 5 (Enter Name) | - | - | - | - | - |
| School District 6 (Enter Name) | - | - | - | - | - |
| School District - ALL OTHER | - | - | - | - | - |
| TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding) | 8,924,735 | 9,103,229 | 9,285,294 | 9,924,881 | 10,123,379 |
| Special Education Revenue | 10,000 | 10,000 | 10,000 | - | - |
| Grants | | | | | |
| Other | | | | | |
| TOTAL REVENUE FROM STATE SOURCES | 8 934 735 | 9 113 229 | 9 295 294 | 9 924 881 | 10 123 379 |

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

TOTAL REVENUE FROM FEDERAL SOURCES

| | | | | | |
|----------------|----------------|----------------|----------------|----------------|---|
| - | - | - | - | - | - |
| 306,355 | 306,355 | 306,355 | 329,260 | 329,260 | |
| 19,740 | 19,740 | 19,740 | 21,216 | 21,216 | |
| 366,844 | 366,844 | 366,844 | 394,272 | 394,272 | |
| | | | | | |
| 692 939 | 692 939 | 692 939 | 744 748 | 744 748 | |

LOCAL and OTHER REVENUE

Contributions and Donations

Fundraising

Erate Reimbursement

Earnings on Investments

Interest Income

Food Service (Income from meals)

Text Book

OTHER

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

| | | | | | |
|---------------|---------------|---------------|---------------|----------------|---|
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| - | - | - | - | - | - |
| 1,200 | 1,200 | 1,200 | 1,200 | 1,200 | |
| 10,613 | 10,615 | 10,614 | 11,408 | 11,408 | |
| 51,765 | 52,800 | 53,856 | 57,566 | 58,716 | |
| 21,989 | 22,868 | 23,783 | 28,046 | 29,168 | |
| 85,567 | 87,483 | 89,453 | 98,220 | 100,492 | |

TOTAL REVENUE

| | | | | |
|------------------|------------------|-------------------|-------------------|-------------------|
| 9,713,241 | 9,893,651 | 10,077,686 | 10,767,849 | 10,968,619 |
|------------------|------------------|-------------------|-------------------|-------------------|

Title IIA - Professional Development/ Federal Aid - Students w/ Disabilities

State Textbooks, library, and software funding
 E-Rate

| EXPENSES | | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|--|
| ADMINISTRATIVE STAFF PERSONNEL COSTS | | | | | | |
| | No. of Positions | | | | | |
| Executive Management | 1.00 | 165,000 | 171,600 | 178,464 | 185,603 | 193,027 |
| Instructional Management | 1.00 | 110,000 | 114,400 | 118,976 | 123,735 | 128,684 |
| Deans, Directors & Coordinators | 1.00 | 40,000 | 41,600 | 43,264 | 44,995 | 46,794 |
| CFO / Director of Finance | - | - | - | - | - | - |
| Operation / Business Manager | 1.00 | 80,000 | 83,200 | 86,528 | 89,989 | 93,589 |
| Administrative Staff | 5.00 | 196,725 | 204,594 | 212,778 | 221,289 | 230,140 |
| TOTAL ADMINISTRATIVE STAFF | 9.00 | 591,725 | 615,394 | 640,010 | 665,610 | 692,235 |
| | | | | | | 2 Business Associates, Admin Assistant, Receptionist, Parent Coordinator |
| INSTRUCTIONAL PERSONNEL COSTS | | | | | | |
| Teachers - Regular | 28.00 | 1,438,277 | 1,467,042 | 1,496,383 | 1,556,238 | 1,618,488 |
| Teachers - SPED | 2.00 | 98,659 | 100,632 | 102,645 | 106,751 | 111,021 |
| Substitute Teachers | - | 20,000 | 20,400 | 20,808 | 21,640 | 22,506 |
| Teaching Assistants | 20.00 | 458,000 | 467,160 | 476,503 | 495,563 | 515,386 |
| Specialty Teachers | 8.00 | 395,869 | 403,786 | 411,862 | 428,336 | 445,470 |
| Aides | - | - | - | - | - | - |
| Therapists & Counselors | - | - | - | - | - | - |
| Other | 16.00 | 393,533 | 401,404 | 409,432 | 433,129 | 457,916 |
| TOTAL INSTRUCTIONAL | 74.00 | 2,804,338 | 2,860,424 | 2,917,633 | 3,041,657 | 3,170,787 |
| | | | | | | Title I Teachers, Title I Teacher's Assitants, Afterschool Staff, Operational Staff |
| NON-INSTRUCTIONAL PERSONNEL COSTS | | | | | | |
| Nurse | 1.00 | 25,000 | 25,500 | 26,010 | 26,530 | 27,061 |
| Librarian | - | - | - | - | - | - |
| Custodian | 8.00 | 326,691 | 333,225 | 339,889 | 346,687 | 353,621 |
| Security | - | - | - | - | - | - |
| Other | - | - | - | - | - | - |
| TOTAL NON-INSTRUCTIONAL | 9.00 | 351,691 | 358,725 | 365,899 | 373,217 | 380,682 |
| | | | | | | 3 Full Time, 5 Part Time |
| SUBTOTAL PERSONNEL SERVICE COSTS | | | | | | |
| | 92.00 | 3,747,754 | 3,834,543 | 3,923,542 | 4,080,484 | 4,243,703 |
| PAYROLL TAXES AND BENEFITS | | | | | | |
| Payroll Taxes | | 374,775 | 382,271 | 389,916 | 405,513 | 421,734 |
| Fringe / Employee Benefits | | 593,165 | 632,103 | 673,742 | 757,688 | 852,607 |
| Retirement / Pension | | 370,013 | 395,474 | 422,726 | 18,052 | 19,713 |
| TOTAL PAYROLL TAXES AND BENEFITS | | 1,337,953 | 1,409,848 | 1,486,384 | 1,181,253 | 1,294,054 |
| | | | | | | The current union contract ends in the 2016-2017 school year, thus the TRS retirement expense is not reflected in the final two years of this budget |
| TOTAL PERSONNEL SERVICE COSTS | | | | | | |
| | 92.00 | 5,085,707 | 5,244,391 | 5,409,926 | 5,261,737 | 5,537,757 |
| CONTRACTED SERVICES | | | | | | |
| Accounting / Audit | | 26,000 | 26,520 | 27,050 | 28,132 | 29,258 |
| Legal | | 12,000 | 12,240 | 12,485 | 12,984 | 13,504 |
| Management Company Fee | | 540,800 | 562,432 | 584,929 | 602,477 | 620,551 |
| Nurse Services | | - | - | - | - | - |
| Food Service / School Lunch | | 326,149 | 332,876 | 339,534 | 372,218 | 379,662 |
| Payroll Services | | - | - | - | - | - |
| Special Ed Services | | - | - | - | - | - |
| Titlement Services (i.e. Title I) | | - | - | - | - | - |
| Other Purchased / Professional / Consulting | | 45,000 | 45,900 | 46,818 | 49,556 | 50,638 |
| TOTAL CONTRACTED SERVICES | | 949,949 | 979,968 | 1,010,816 | 1,065,367 | 1,093,613 |
| | | | | | | Ad. Min Fees, Temporary Staff, and other professional services |
| SCHOOL OPERATIONS | | | | | | |
| Board Expenses | | 8,000 | 8,160 | 8,323 | 86,566 | 9,002 |
| Classroom / Teaching Supplies & Materials | | 37,000 | 37,500 | 38,010 | 35,450 | 36,532 |
| Special Ed Supplies & Materials | | 12,000 | 12,240 | 12,485 | 12,984 | 13,504 |
| Textbooks / Workbooks | | 100,000 | 102,000 | 104,040 | 108,202 | 112,530 |
| Supplies & Materials other | | 51,765 | 52,800 | 53,856 | 57,566 | 58,717 |
| Equipment / Furniture | | 10,000 | 10,200 | 10,404 | 10,820 | 11,253 |
| Telephone | | 24,000 | 24,480 | 24,970 | 25,968 | 27,007 |
| Technology | | 30,000 | 30,600 | 31,212 | 32,460 | 33,759 |
| Student Testing & Assessment | | 16,000 | 16,320 | 16,646 | 17,312 | 18,005 |
| Field Trips | | 10,800 | 10,800 | 10,800 | 11,232 | 11,681 |
| Transportation (student) | | 400,000 | 408,000 | 416,160 | 452,806 | 490,919 |
| Student Services - other | | 27,000 | 27,540 | 28,091 | 29,214 | 30,383 |
| Office Expense | | 50,000 | 51,000 | 52,020 | 54,101 | 56,265 |
| Staff Development | | 150,000 | 153,000 | 156,060 | 162,302 | 168,794 |
| Staff Recruitment | | - | - | - | - | - |
| Student Recruitment / Marketing | | - | - | - | - | - |
| School Meals / Lunch | | - | - | - | - | - |
| Travel (Staff) | | 15,000 | 15,300 | 15,606 | 17,108 | 17,450 |
| Fundraising | | - | - | - | - | - |
| Other | | 902,546 | 868,114 | 831,375 | 750,544 | 775,897 |
| TOTAL SCHOOL OPERATIONS | | 1,844,111 | 1,828,054 | 1,810,058 | 1,864,635 | 1,871,698 |
| | | | | | | Tuition reimbursement, real estate taxes, and interest expenses and other O & M |
| FACILITY OPERATION & MAINTENANCE | | | | | | |
| Insurance | | 52,000 | 53,040 | 54,101 | 56,265 | 58,515 |
| Janitorial | | - | - | - | - | - |

| | | | | | |
|--|------------------|------------------|------------------|------------------|-------------------|
| Building and Land Rent / Lease | 268,260 | 315,977 | 325,457 | 335,220 | 345,277 |
| Repairs & Maintenance | 30,000 | 30,600 | 31,212 | 32,460 | 33,759 |
| Equipment / Furniture | 209,000 | 213,180 | 217,444 | 197,016 | 235,187 |
| Security | 160,000 | 163,200 | 166,464 | 173,123 | 180,047 |
| Utilities | 150,000 | 153,000 | 156,060 | 162,302 | 168,794 |
| TOTAL FACILITY OPERATION & MAINTENANCE | 869,260 | 928,997 | 950,738 | 956,386 | 1,021,579 |
| DEPRECIATION & AMORTIZATION | | | | | |
| Ins Depreciation | 500,000 | 500,000 | 500,000 | 500,000 | 500,000 |
| Ins Amortization - Bond Orig. | 17,382 | 17,382 | 17,382 | 17,382 | 17,382 |
| Insert Detail as Applicable | - | - | - | - | - |
| TOTAL DEPRECIATION AND AMORTIZATION | 517,382 | 517,382 | 517,382 | 517,382 | 517,382 |
| DISSOLUTION ESCROW & RESERVES / CONTINGENCY | - | - | - | - | - |
| TOTAL EXPENSES | 9,266,409 | 9,498,792 | 9,698,920 | 9,665,507 | 10,042,029 |
| NET INCOME | 446,832 | 394,859 | 378,766 | 1,102,342 | 926,590 |

Office Supplies, printing/copying, advertising, equipment, copier expenses, equipment

| | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|
| ENROLLMENT - *School Districts Are Linked To Above Entries* | | | | | |
| School District 1 (Yonkers City School District) | 642 | 642 | 642 | 690 | 690 |
| School District 2 (Enter Name) | - | - | - | - | - |
| School District 3 (Enter Name) | - | - | - | - | - |
| School District 4 (Enter Name) | - | - | - | - | - |
| School District 5 (Enter Name) | - | - | - | - | - |
| School District 6 (Enter Name) | - | - | - | - | - |
| School District - ALL OTHER | - | - | - | - | - |
| TOTAL ENROLLMENT | 642 | 642 | 642 | 690 | 690 |
| REVENUE PER PUPIL | 15,130 | 15,411 | 15,697 | 15,606 | 15,897 |
| EXPENSES PER PUPIL | 14,434 | 14,796 | 15,107 | 14,008 | 14,554 |

| | | | | | |
|---|----------------|----------------|------------------|------------------|------------------|
| CASH FLOW ADJUSTMENTS | | | | | |
| OPERATING ACTIVITIES | | | | | |
| Example - Add Back Depreciation | - | - | - | - | - |
| Other | - | - | - | - | - |
| Total Operating Activities | - | - | - | - | - |
| INVESTMENT ACTIVITIES | | | | | |
| Example - Subtract Property and Equipment Expenditures | - | - | - | - | - |
| Other | - | - | - | - | - |
| Total Investment Activities | - | - | - | - | - |
| FINANCING ACTIVITIES | | | | | |
| Example - Add Expected Proceeds from a Loan or Line of Credit | - | - | - | - | - |
| Other | - | - | - | - | - |
| Total Financing Activities | - | - | - | - | - |
| Total Cash Flow Adjustments | - | - | - | - | - |
| NET INCOME | 446,832 | 394,859 | 378,766 | 1,102,342 | 926,590 |
| Beginning Cash Balance | - | 446,832 | 841,691 | 1,220,457 | 2,322,799 |
| ENDING CASH BALANCE | 446,832 | 841,691 | 1,220,457 | 2,322,799 | 3,249,388 |

EXHIBIT 7

STAFFING PLAN

Application In Support of the Renewal of the Charter School of Educational Excellence

| <i>All School Staff</i> | | | | | |
|---------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <i>Staff Position</i> | <i>2013- 2014</i> | <i>2014- 2015</i> | <i>2015- 2016</i> | <i>2016- 2017</i> | <i>2017- 2018</i> |
| Principal | 1 | 1 | 1 | 1 | 1 |
| Assistant Principal | 1 | 1 | 1 | 1 | 1 |
| Director of Operations | 1 | 1 | 1 | 1 | 1 |
| Dean of Students | 1 | 1 | 1 | 1 | 1 |
| Administrative Assistant | 1 | 1 | 1 | 1 | 1 |
| Business Associates | 2 | 2 | 2 | 2 | 2 |
| Parent Coordinator | 1 | 1 | 1 | 1 | 1 |
| Receptionist | 1 | 1 | 1 | 1 | 1 |
| Classroom Teachers | 28 | 28 | 28 | 28 | 28 |
| Teaching Assistants | 20 | 20 | 20 | 20 | 20 |
| Specialty Teachers | 8 | 8 | 8 | 8 | 8 |
| Title I Teacher | 1 | 1 | 1 | 1 | 1 |
| Special Educators | 2 | 2 | 2 | 2 | 2 |
| Social Worker | 0.5 | 1 | 1 | 1 | 1 |
| School Nurse | 1 | 1 | 1 | 1 | 1 |
| School Psychologist | 1 | 1 | 1 | 1 | 1 |
| School Aides | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 |
| Custodians | 5.5 | 5.5 | 5.5 | 5.5 | 5.5 |

New York State Education Department

Application In Support of the Renewal of the Charter School of Educational Excellence

EXHIBIT 8

BY-LAWS

AMENDED AND RESTATED BY-LAWS

OF

CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE

ARTICLE I

Name and Office

Section 1. Name. This corporation is an education corporation and shall be known as the “Charter School of Educational Excellence,” herein referred to as “CSEE.”

Section 2. Office. CSEE shall have its principal office in the City of Yonkers, State of New York and shall be deemed, for the purposes of venue in civil actions, to be an inhabitant and a resident thereof.

ARTICLE II

Board of Trustees

Section 1. Authority. The business and affairs of CSEE shall be managed and controlled under the general direction of the Board of Trustees of CSEE (the “Board of Trustees” and each member thereof, a “Trustee”) in accordance with the purposes and limitations set forth herein and in the Charter, dated as of January 12, 2004 between CSEE and the Board of Regents of New York.

Section 2. Powers. The Board of Trustees of CSEE shall:

A. Formulate the general policy to be followed in the management of the affairs, property and business of CSEE, and to make rules and regulations for CSEE;

B. Create such special committees, from time to time, as may be deemed desirable by the Board of Trustees. The Chairperson of the Board of Trustees shall appoint the members of such committees;

C. To select and remove consultants, contractors and senior level employees (i.e. Principal, Vice Principal, Chief of Operations) of CSEE, to proscribe powers and duties for them, and to fix their compensation. ;

D. Monitor CSEE’s budgeting, regulatory, financial, compliance, and academic performance;

E. To enter into contracts, leases and other agreements which are, in the Board of Trustees judgements, necessary or desirable in obtaining the purposes of promoting the interests of CSEE;

F. To borrow money, lend money, incur debt, and to execute and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypotheciations, and other evidences of debt and securities;

G. To authorize the expansion of CSEE’s physical premises, increase CSEE’s number of students and apply to the appropriate regulatory authorities to expand CSEE to include a high school;

H. Remove a Trustee for cause by a majority vote of the Board of Trustees; and

I. Adhere to the Code of Ethics and Policy on Conflicts of Interest policies which are annexed hereto respectively as Exhibits A and B. Copies of the Code of Ethics and Policy on Conflicts of Interest shall be

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distributed annually to every Trustee. Each Trustee appointed to the Board of Trustees shall be furnished a copy before entering his/her duties.

All powers exercised by the Board of Trustees shall be consistent with the objectives and purposes for which CSEE is formed and the provisions of Section 501(c)(3) of the Internal Revenue Code.

Section 3. Composition.

A. In general, board members should be individuals of high moral character, demonstrate an interest in the welfare of children and be committed to improving education in the community. All board members must be committed to dedicating the necessary time and energy to ensure the effective and smooth operation of CSEE.

B. The Board of Trustees shall have the following members: (i) at least one educator with classroom and/or administration experience; (ii) at least one parent or guardian of a child attending the school (i.e., PTO President); (iii) at least one business leader with experience either in for-profit or not-for-profit sector; (iv) at least one community leader, and (v) any other person over the age of 21 who can demonstrate knowledge of educational issues affecting the school's community. The Board of Trustees may also – subject to the nomination provisions - add a position of Chairman Emeritus (a non-voting position) to the Board of Trustees.

C. To become a Trustee, a person shall be nominated by a current Trustee. Trustees shall be elected by a majority vote of the Trustees present at a meeting of the Board of Trustees, provided that those present constitute a quorum. Each Trustee shall be at least twenty one (21) years of age.

Section 4. Term of Office. Trustees will be elected to serve terms of either five (5) years or three (3) years dating from the day of their election and extending to the date of the annual meeting of the Trustees five (5) years or three (3) years thereafter. No Trustee shall serve more than three (3) terms and such terms shall not be longer than eleven (11) years in total. The founding Trustees shall decide among themselves, by majority vote, which Trustees shall serve the five (5) year terms and which Trustees shall serve the three (3) year terms, but in no event shall the number of Trustees who shall serve five (5) year terms constitute more than two-thirds of the total number of Trustees. In the event that the founding Trustees cannot decide by majority vote which Trustees shall serve the five (5) year terms and which Trustees shall serve the three (3) year terms, the Chairperson of the Board shall decide. The PTO President will serve for the length of his or her tenure.

Section 5. Number of Trustees. The number of Trustees constituting the entire Board of Trustees after the first annual meeting of the Board of Trustees shall be seven (7), but in no event shall the entire Board consist at less than five (5), or more than nine (9) Trustees, including the president of the Parent -Teacher Organization of CSEE ("PTO"), who shall be a voting Trustee for the length of his or her term as president of the PTO.

Section 6. Vacancies. Temporary vacancies shall be filled for the remainder of an unexpired term by vote of a majority of Trustees then in office.

Section 7. Compensation. Trustees shall not receive any salary, fees or other financial compensation for their service to CSEE, but by resolution of the Board of Trustees, reasonable expenses related to attendance of: (i) special meetings of the Board of Trustees and/or (ii) educational conferences, if any, may be reimbursed. Nothing herein shall be construed to preclude any Trustee from serving CSEE in any other capacity and receiving compensation therefor.

Section 8. Meetings. The Board of Trustees shall meet at least eleven (11) times during the calendar year. Special meetings of the Board of Trustees may be called at any time by the Chairperson of the Board of Trustees, or upon a majority vote of the Trustees. Provided there is a quorum, every meeting of the Board

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of Trustees held to discuss public business, including official meetings of committees and subcommittees will be open to the general public in accordance with the New York Open Meeting Laws. The Board of Trustees may invite public comment during such meetings at times designated by the Chairperson of the Board of Trustees but the Board of Trustees may, at its discretion, limit public comments to ten (10) minutes per person or such lesser time period as the Board of Trustees may set. Times and locations of each meeting shall be set by the Board of Trustees. Attendance via virtual means (i.e. teleconferencing Skype, etc.) may be permitted subject to approval by the Board of Trustees.

Section 9. Proxies. Proxies are prohibited at meetings of the Board of Trustees.

Section 10. Executive Session. To enter into executive session, a motion for executive session must be made during a meeting by a Trustee, the subject of the executive session must be specifically identified, and the motion to conduct the executive session must be carried by a majority vote of the Trustees. Topics for an executive session will be limited to those confidential matters identified in the Open Meetings Law of New York for Public Officials, as amended from time to time.

Section 11. Notices. To the extent practicable, written notice of meetings of the Board of Trustees shall be given to Trustees at least five (5) days prior to the date set for such meeting. Notice thereof shall state the time and place of the meeting and, in the case of a special meeting, the purpose or purposes for holding such meeting and the Trustee(s) who called for the special meeting.

Section 12. Notice to the General Public. If a Board of Trustees meeting is scheduled at least one week in advance, notice of its time and place shall be given to the news media and conspicuously posted in one or more public locations at least 72 hours before the meeting. If a meeting is scheduled less than one week in advance, notice of the time and place of the meeting shall be given to the news media, to the extent practicable, and shall be conspicuously posted in one or more public locations at a reasonable time before the meeting. The provisions in this section 12 are subject to the Open Meetings Law of New York. To the extent of any conflict between any provision of these by-laws and the open Meeting Law, the Open Meetings Law, the Open Meetings Law shall prevail and control.

Section 13. Quorum. At all meetings of the Board of Trustees, a majority of the Trustees, represented in person. A quorum is required for the transaction of business of CSEE at all meetings of the Board of Trustees or any committee thereof.

Section 14. Voting. Each member of the Board of Trustees shall be entitled to one vote upon each matter submitted to a vote at meetings of the Board of Trustees. The majority vote of those Trustees present and entitled to vote at a duly organized meeting of the Board of Trustees shall decide any question put to a vote.

Section 15. Action Without a Meeting. Any action required or permitted to be taken by the Board of Trustees or any committee thereof may be taken without a meeting if all Trustees or members of the committee consent in writing to the adoption of a resolution authorizing such action. The resolution and written consents thereto shall be filed with the minutes of the proceedings of the Board of Trustees.

Section 16. Resignations. Any Trustee may resign at any time by giving written notice of his or her resignation to Chairperson of the Board of Trustees. Any such resignation shall take effect at the time specified therein or, if the time when it shall become effective is not specified therein, immediately upon receipt. Unless otherwise specified therein, the acceptance of any such resignation shall not be necessary to make it effective.

ARTICLE III

Officers

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The Board of Trustees shall elect by majority vote, from among the Trustees, the following officers:

Section 1. Chairperson of the Board of Trustees. The Chairperson of the Board of Trustees shall preside over all meetings of the Board of Trustees. In his or her absence, the Secretary, or the Trustee in attendance possessing the most seniority in that office, in that order, shall preside. The Chairperson of the Board of Trustees shall appoint members of special committees, if any. He or she shall also perform such other duties as may from time to time be assigned to him or her by the Board of Trustees. The Chairperson is authorized and required to sign all checks over the amount of \$1,500. The Board of Trustees shall establish a policy setting the amount above which checks must have the Chairperson's signature. The Chairperson shall also be authorized to attend and participate in labor/contract negotiations with any relevant unions.

Section 2. Secretary. The Secretary shall keep, or cause to be kept, the minutes of all Board of Trustee meetings. He or she shall be custodian of the records. He or she shall see that all notices are duly given in accordance with the provisions of these Bylaws and as required by law. He or she shall perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned to him or her by the Board of Trustees.

Section 3. Treasurer. The Treasurer shall have the custody of the funds and securities of CSEE and shall cause to be kept full and accurate accounts of receipts and disbursements in books belonging to CSEE, and shall deposit or cause to be deposited all monies and other valuable effects in the name and to the credit of CSEE in such depositories as may be designated by the Board of Trustees. The Treasurer shall disburse the funds of CSEE as may be ordered by the Board of Trustees taking proper vouchers for the disbursements, and shall render to the Chairperson, and the Board of Trustees, at meetings and whenever they may require it, an account of all transactions as Treasurer and of the financial condition of CSEE, provided that routine transactions may be delegated to the staff of CSEE. The Treasurer shall perform such other duties as the Board of Trustees may from time to time prescribe or require.

ARTICLE IV

Establishment

Section 1. The Board of Trustees may appoint such standing committees and/or ad/hoc committees as it thinks necessary for the effective governance of the school.

Standing Committees

Section 2. Grievance Committee. The Grievance Committee shall be vested with the responsibility for investigating and reviewing complaints received by the Board of Trustees from the community. The Grievance Committee, which shall consist of Trustees who are not parents, teachers and administrators of the school, shall make non-binding recommendations to the Board of Trustees.

Section 3. Budget and Finance Committee. The Budget and Finance Committee shall review the regular budget and other fiscal reports to be submitted to the Board of Trustees on a quarterly basis, or at such other times as required by the Board of Trustees. The Treasurer shall be the chairperson of this committee.

Section 4. Development Committee. The Development Committee shall be vested with the responsibility of securing general and special purpose contributions to CSEE.

Section 5. Board Nominating Committee. The Board Nominating Committee shall be vested with the responsibility of recruiting, interviewing and recommending qualified persons to serve as a Trustee of the Board of Trustees.

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ARTICLE V

General Provisions

Section. 1. Fiscal Year. The fiscal year of CSEE shall be from July 1 through June 30.

Section. 2. Books, List and Records. CSEE shall keep, at its office in written form, correct and complete books and records of account and minutes of the meetings of the Board of Trustees and standing committees, and such special committees as from time to time may be designated by the Board of Trustees. When CSEE receives a request for information under the Freedom of Information Act, it will respond in the following manner: (1) within five (5) business days of receipt of a written request, CSEE will either make the information available to the person requesting it, deny the request in writing, or provide a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied; (2) if an individual is denied access to a record, he or she may, within thirty (30) days, appeal such denial to the School Director of CSEE or his or her designee; (3) upon timely receipt of such an appeal, CSEE will, within ten (10) business days of the receipt of the appeal, fully explain the reasons for further denial or provide access to the record sought. CSEE also will forward a copy of the appeal, as well as its ultimate determination, to the Committee on Open Government of New York State. CSEE may deny access to a requested record for a variety of reasons, including that: (1) such access would constitute an unwarranted invasion of personal privacy; (2) such records are compiled for law enforcement purposes; and, (3) such records are inter-agency or intra-agency materials which are not statistical or factual tabulations of data, instructions to staff that affect the public, or a final policy.

Section. 3. Conflict To the extent there are any conflicts between the terms of the CSEE's charter and the terms of these by-laws, the terms of the charter will control.

ARTICLE VI

Non-Liability of Trustees/Insurance/Indemnification

Section 1. The Trustees shall not be personally liable for the corporation's debts, liabilities or other obligation, except that nothing contained herein shall relieve a Trustee for breach of duty based on an act of omission: (i) in breach of such person's duty of loyalty to CSEE; (ii) not in good faith or involving a knowing violation of the law; (iii) resulting in receipt of an improper personal benefit. The Board of Trustees shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 2. CSEE shall indemnify every corporate Trustee to the full extent permitted by applicable New York law.

ARTICLE VII

Amendments

Section 1. Amendments. These By-Laws may be amended, altered or repealed by the Board of Trustees by a three-fourths vote of those Trustees present at a duly organized meeting of the Board of Trustees, provided that those present constitute a quorum.

ARTICLE VIII

Dissolution

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Section 1. Revocation of Charter. If at any time and for any reason, CSEE's charter is revoked or CSEE becomes insolvent, all assets of CSEE, after satisfaction of all outstanding claims by creditors, will be distributed equitably by the Commissioner of Education, in accordance with law.

Section 2. Voluntary Dissolution. Should CSEE choose to dissolve for reasons other than the revocation of its charter or financial insolvency, all assets of the charter school, after satisfaction of all outstanding claims by creditors and governmental grantors, will be distributed in collaboration with the NY State Education Department.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of CSEE, an education corporation existing under the laws of the State of New York, the the foregoing Bylaws of said corporation were duly and regularly adopted as such by the Board of Trustees of said corporation, which Trustees are the only members of said corporation, and that the above and foregoing Bylaws are now in full force and effect.

Secretary

Dated

EXHIBIT 9

CODE OF ETHICS

CODE OF ETHICS

FOR SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES

The Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school Board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law, to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required for all school trustees, officers and employees.

Therefore, every officer and employee of the school, whether paid or unpaid, including Board of Trustees, shall adhere to the following code of conduct:

1. Gifts: An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. Confidential information: An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information deemed confidential or not.

3. Representation before the Board: An officer or employee shall not receive or enter any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school Board.

4. Representation before the Board for a contingent fee: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school Board, whereby the compensation is to be dependent or contingent upon any action by the school with respect 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.

5. Disclosure of interest in matters before the Board: A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term "interest" means a pecuniary or material benefit accruing to an officer or employee.

6. Investments in conflict with official duties: An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

7. Private employment: An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

8. Future employment: An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or

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employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the school on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by Law.

Distribution of Code of Ethics

The Board of Trustees Chairperson shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

**Policy unanimously voted and adopted by the CSEE Board of Trustees on
November 15, 2010.**

EXHIBIT 10
ENROLLMENT AND
ADMISSIONS POLICY

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CSEE will adhere to the provisions of Section 2854 (2) of the Education Law to guide the admission policies and procedures.

Equal Access

As per §2854(2)(a) and (b), the school will be open to any student who is qualified under the laws of New York for admission to a public school. Admission of students will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, ancestry, proficiency in English or any other ground that would be unlawful. In short, there will be no admission requirements and no tests of any sort will be given to determine whether or not admission will be granted.

Every student will be enrolled who submits a timely application space permitting. If the number of applications exceeds the school's capacity per grade level or building-wide, the applicants will be selected on the basis of an open lottery. Preference will be given to students residing in the school district in which the school building is located, to siblings of students already enrolled in the school, and to students returning to the school in any subsequent years of operation.

Outreach Plan

Upon approval of the renewal charter, CSEE will continue to pursue extensive outreach efforts in the local community and will not be selective in any way. A recruiting team composed of board members, local volunteers, and school staff will be formed to focus exclusively on this effort. The goal of the outreach plan is to provide as much information as possible to families who may be interested in enrolling their child. To achieve this end, information kits, containing brochures, flyers, application forms, and vital school information, will be distributed throughout the community. These information kits, translated in English and Spanish, will be available at local businesses, day care centers, social service agencies, any institution serving families with young children, and mailed to families with school age children. In addition, the school will advertise in the local newspaper and hold a series of information sessions in the community, which will include open houses and recruitment fairs.

Application Process

Upon approval of the renewal charter, the application period will begin on January 1st; the deadline for applications to be received for Lottery will be April 1. However, application will continue to be received beyond the Lottery drawing. As discussed above, school information kits, including applications, will be widely available.

The application process begins when a parent or guardian completes an application form. It will provide the school with basic information about their child, such as, name, address, date of birth, and number of siblings applying to the school. All applications for Lottery must be received on or before the application deadline. Once received, it will be time-stamped, photocopied to a separate secured file, and entered into a database. All information provided on the application will be verified with the applicant's family, especially, the student's age, address, and sibling status. After an application has been deemed complete and accurate, a confirmation card will be mailed indicating the receipt of the application.

Please note that applications received after the deadline will be entered into the database on first-come, first-serve basis. If a lottery has not been held, applicants will be admitted to the school by grade in the order in which their applications were received. If a lottery has been held, these applicants will be placed on a waiting list beginning after the last person in each grade who was selected by lottery. CSEE will inform parents of their status on the waiting list.

Lottery

In the event there are more applications than seats available for any given grade level at the end of the enrollment period, a lottery will be held for that grade level. All applicants will be contacted by phone and

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mail to notify them of the date, time and location. It will be held at an appropriate time for parents, such as a weekday evening, and at or near the location of the school. The lottery will be open to all interested parties and to the general public.

The lottery will be held in full view of the public. There will be one index card per applicant with their name, address, sibling status, and grade level. Each card will be placed in a box representing a grade level. One card will be selected from each box beginning with the lowest grade and continued to the highest-grade level for that lottery. The process will then repeat until all available spaces have been filled at each grade level. If there are cards still remaining, the process will be repeated to produce a waitlist. As each card is selected, it will be read aloud and placed on a poster board for public display. The card will then be handed to the record keeper, who will number the card and place it in a file.

Within 48 hours after the lottery has been held, letters will be mailed to all families, indicating whether the child was admitted or has been placed on a wait list.

Registration

For students who have been admitted, parents will be requested to register their child by the last day of school. The registration form will include emergency contact information, immunizations status, and other pertinent information. If a family has not responded by the registration deadline date or has chosen another school, the next child on the wait list will be notified regarding their admission to the school. Upon registration (or on the first day of instruction for students) parents will receive an updated copy of the Parent Handbook.

Provide the school's proposed contract with its Educational Service Provider (if applicable) (Exhibit 11). If a school plans to contract with an educational service provider (ESP) or charter management organization (CMO) at any time during the next charter period, please include the fully negotiated (but not executed) management contract for the Charter School Office's review and approval, together with evidence that the board of trustees has approved its execution subject to the Board of Regents' approval. If the contract has yet to be negotiated, please provide an explanation in the narrative portion of the school's response along with a timetable for that process to be completed. Such timetable should in all instances allow sufficient time for the Charter School Office to review the completed contract *prior to* the time that the Charter School Office must make its recommendation on the renewal application. Please note that it is the Charter School Office's belief that a school that is organizationally effective and viable should have fully completed negotiations on this important document by the time its application for renewal is due.

EXHIBIT 11
CONTRACT WITH
EDUCATIONAL SERVICE
PROVIDER

DRAFT OF SECOND AMENDED AND RESTATED CHARTER SCHOOL SERVICES AGREEMENT

This Second Amended and Restated Charter School Services Agreement (this “Agreement”) is effective as of the 1st day of July 2011 between Victory Schools, Inc., d/b/a Victory Education Partners, a Delaware corporation with its principal place of business at 18 West 18th Street, 9th Floor, New York, NY 10011 (“Victory”), and the Charter School of Educational Excellence, a New York education corporation having offices at 260 Warburton Avenue, Yonkers, NY 10701-2226 (the “Charter School”).

PRELIMINARY STATEMENT

WHEREAS, Victory is in the business of providing services to charter schools;

WHEREAS, the Charter School is the grantee of a charter (the “Charter”) from the Board of Regents of the University of the State of New York pursuant to the New York Charter Schools Act of 1998 (as such provisions may be amended and in effect from time to time, the “Act”) to operate as a charter school;

WHEREAS, the Board of Trustees (“the Board”) shall at all times have final authority for policy and operational decisions of the school as required by Education Law 2853(1)(f); and

WHEREAS, Victory and the Charter School desire to amend and restate that certain Amended and Restated Charter School Management Agreement between Victory and Charter School dated as of July 1, 2007 (the “Original Agreement”), as amended by that certain first amendment to the Original Agreement dated as of July 1, 2010 (the “First Amendment”);

WHEREAS, Victory and the Charter School desire to incorporate the terms and conditions of other agreements between the parties related to consulting and technology services; and

WHEREAS, upon execution of this Agreement, both the Original Agreement and the First Amendment shall be null and void and of no further force or effect.

NOW, THEREFORE, in consideration of the foregoing, the mutual promises herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto, intending to be legally bound, do hereby agree as follows:

1. General Requirements. The Charter School and each member of the Board will actively support accomplishing the Charter, by cooperating in good faith on any proposed amendments to the Charter, in maintaining full enrollment, in maintaining community support, in preventing operating deficits and in achieving the academic and financial plans set forth in the Charter.

2. The Role of the Charter School. The role of the Charter School, acting through the Board, is to monitor the operations and educational process at the Charter School. The Board’s role is as follows:

- (a) To create and maintain Board bylaws, and encourage active Board member participation in Board functions, including committee assignments and the drafting of board minutes and records.
- (b) To hire and monitor Victory’s performance in meeting the Charter School’s goals.

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- (c) To receive and review Victory's reports.
- (d) To work closely with Victory during the term of this Agreement.
- (e) To set policy for the Charter School, consistent with the Charter.
- (f) To conduct Board meetings in conformity with all applicable laws;
- (h) To establish and lead fund raising activities for the Charter School, and to seek to prevent operating deficits.
- (i) To approve an annual budget in accordance with Section 3.8 of this Agreement.
- (j) To represent the Charter School to the local community.
- (k) To comply with terms and agreements set forth in the Charter, this Agreement and all other applicable documents.

3. Rights and Obligations of Victory. In order to assist the Charter School in carrying out the terms of the Charter and in complying with its responsibilities thereunder and under the Act and any and all other applicable laws and regulations, Victory agrees to provide the services to the Charter School as set forth in this Section 3 and its accompanying subsections below. All other services, duties and responsibilities that may be required to satisfy the Charter School's requirements, obligations and goals set forth in its Charter, shall be the responsibility of the employees, agents and the Board of the Charter School.

3.1 Academic Services. The Board shall at all times have final authority for the academic decisions of the Charter School as required by the Act, and consistent with said Act, the Board, by adopting this Agreement, delegates to Victory responsibility for the following academic tasks and associated functions:

- (a) Victory shall assign one (1) of its academic directors to act as a professional advisor/coach/critical friend/mentor to the Charter School principal for grades kindergarten through fifth (the "Principal") and such academic director shall visit the Charter School at least one (1) time per calendar week, to advise the Principal and the Board's academic committee (such day to be agreed upon by the principal and Victory). Such academic director shall not supervise, evaluate or rate the Principal, unless directed in writing by the Board;
- (b) Victory's academic director shall provide unlimited advice and technical support via telephone calls and e-mail for the Charter School's Principal and the Board in the areas of instruction, curricula, leadership development, and general academics, as set forth in this Section 3.1;
- (c) Victory's academic director shall attend at least $\frac{3}{4}$ of all regularly-scheduled Board meetings per academic year and shall report to the Board on the Charter School's academic affairs;

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- (d) Victory shall provide bi-monthly reviews of the Charter School's special education programs for grades kindergarten through fifth grade to ensure that the Charter School remains in compliance with local, state and federal rules and requirements; and
- (e) Victory shall collect, screen and provide teacher resumes it receives for kindergarten through fifth grade open positions to the Charter School, based upon the Charter School's staffing needs as communicated by the Principal.
- (f) Victory shall provide two (2) full days of English language arts and literacy staff development and coaching sessions every week from September to June, currently slated to be provided by Alice Siegel;
- (g) Victory shall provide monthly reviews during the school year of the Charter School's special education programs for sixth (6th) through eighth (8th) grades to ensure that the Charter School remains in compliance with local, state and federal rules and requirements;
- (h) Victory shall create an Interim Assessment Program for grades three (3) through eight (8), which shall:
 - (i) provide access to quarterly interim assessment test booklets three (3) times during the school year and customizable interim assessments; and
 - (ii) provide web-based access to data analysis reports and instructional resources related to the interim assessments.
- (i) Provide student assessment analyses required for the Charter School's State Education Department annual report;
- (j) Provide school leadership with guidance on the use of assessment data, if requested; and
- (k) Provide periodic technical assistance for student assessments, such as State English language arts and science exams and State English as second language assessments.

Victory shall not provide the services set forth in this Section 3.1 to the Charter School's sixth (6th) through eighth (8th) grade middle school staff, unless the provision for such services are later negotiated between the Board and Victory.

3.2 Operations and Technology of the Charter School. The Board shall at all times have final authority for operational and budget decisions of the Charter School as required by the Act, and consistent with said Act, the Board, pursuant to this Agreement, hereby delegates to Victory responsibility for the following operational and financial tasks and functions:

- (a) Prepare, manage and report on the Charter School's consolidated application for federal categorical grant programs, including Title I and other related grants;
- (b) Conduct two (2) Charter School operations audits and provide follow-up reports to the Board regarding the Charter School's food service program, student records, employee files, health records, enrollment reporting and Board governance files;

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- (c) Provide technical operations assistance in the following Charter School operational areas: health, food service, transportation, student records, compliance, and inventory;
- (d) Procure and maintain for the Charter School on its behalf, and in its own name, insurance policies covering general and specific liability of the Charter School in the areas of worker's compensation; professional liability, directors and officers liability; and any other insurance required by Applicable Law or by any agreement to which the Charter School or Victory is a party. The Charter School shall add Victory as an additional insured on such policies as its interests may appear for liability arising out of the Charter School's operations;
- (e) Victory shall report Charter School student incidents to the appropriate insurance broker/carrier;
- (f) Provide the Charter School's business manager and administrative assistant with access to Victory's charter school network business manager and administrative assistant meetings.

3.3 Transition Support. Victory shall train and provide transition support to the Charter School's business manager on preparing bi-monthly enrollment reports through January 30, 2011.

3.4 Technology Services. Victory shall use commercially reasonable efforts to take, or cause to be taken, all actions necessary or proper to perform the following professional technology support services (the "Technology Services") for the Charter School:

- (a) Hire, assign and supervise a full-time onsite technology associate to support the Charter School for Educational Excellence for eight (8) hours per day. The technology associate will be primarily responsible for:
 - (i) **Onsite Technical Support** – Providing technical support in the labs, classrooms, offices and conducting training services. The technician will also coordinate all technology purchasing, which will include: gathering required quotes, purchasing contracts and documentation to attach to requisitions for special, on-going projects.
 - (ii) **Serve as the Charter School's Technology Liaison** – The onsite technology associate will have full access to Victory's helpdesk team during school hours. He/she will ensure centralization of group policy, software distribution and anti-virus and update management. The technology associate will be the primary liaison to field technicians resolving issues such as server, phone system & other major outages.

If the onsite technology associate is absent or working off-site, Victory will provide temporary staff coverage or make alternate arrangements.

- (b) Provide Value-Added Central Administration Services:

- (i) **Victory Helpdesk Support via Remote Assistance** – Victory Helpdesk will remotely diagnose, troubleshoot, configure and guide users through

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resolving issues immediately from our central administrative office. Users can contact help desk support for end-user questions and issues, including those related to Windows, Microsoft Office, Internet and network connectivity, user accounts, e-mail and printing.

- (ii) **Third Party Vendor Management** – Victory will assist with third party vendor bidding, selection process and management as required by the school’s technology plan.
- (iii) **Software Updates and Patch Management** – Victory will maintain a centralized update service which is made available to clients for server and workstation Operating System and Application updates and patches.
- (iv) **Backup Monitoring** – Victory will monitor daily backup jobs, test restores and job completion.
- (v) **Router and Firewall Management** – Victory will backup router and firewall configurations and remote monitoring of functions and error traps.
- (vi) **Monthly Technology Review** – Victory will conduct a monthly review of technology usage within the organization. This review will be used as an evaluation and planning tool for modifying network infrastructure, if necessary, to meet the end users’ needs.
- (vii) **VPN Support** – Victory will monitor and support VPN links between locations.
- (viii) **Asset Management** – Victory will create an inventory of technology assets and install/update software as needed.

The parties acknowledge and agree that any changes to the Technology Services, and/or additional Technology Services requested by the Charter School may result in an increase in the fees currently set forth below in Section 5 of this Agreement.

3.5 Legal Services. Victory shall provide advice and counsel to the principal, business manager and Board on routine employment law questions only to the extent that Victory legal staff deem themselves capable and expert enough to provide such consultation and advice.

3.6 Human Resources.

- (a) **Talent Acquisition.** Develop recruiting and staffing plans for a school leader or principal, operations personnel, and administrative and instructional staff; assist with the creation of job postings; set up a candidate interview process, including candidate screening, candidate management, background check vendor options, background check review, candidate profile assessment, assist with and participate in interviews, compensation guidance and offer management; provide online application, job postings;
- (b) **New Hire Support.** Design on-boarding process, procedures, and materials, including offer letter and employment agreement templates; benefits enrollment, and I-9 verification; provide teacher certification assessment and checklist; develop communications materials, including recruitment, on-boarding and open enrollment;
- (c) **Benefits Administration.** Provide benefits insurance broker services and management, vendor negotiation and management, benefits set-up, implementation, plan and provider management, billing reconciliation and remittance, ERISA compliance, enrollment,

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orientation, COBRA administration and workers compensation acquisition and leave administration, and retirement administration;

- (d) **HR Systems.** Employee Portal set-up and online benefits enrollment; provide ongoing guidance and support on the maintenance of proprietary Victory HR systems;
- (e) **Payroll.** Implement a new payroll (organizational structure, company code, taxes, deductions, W-2s/1099, general ledger) and time and labor system; provide training, vendor management, and system maintenance; provide processing (review, submission, and release); create payroll calendar; provide standard payroll reports;
- (f) **Policies and Procedures.** Provide employee handbook on human resources policies and procedures; provide guidance on staff certification regulations and compliance tracking; set up personnel file guidelines and audit procedures; consult regarding employee relations; provide labor law posters; administer FMLA leaves; assist with termination and off-boarding; provide human resources templates and forms; and
- (g) **Transition Support.** Train and provide payroll transition support to the Charter School's business manager through January 30, 2011.

3.7 Student Recruitment. Victory shall provide access to business manager meetings as and when they occur during the school year for the term of this Agreement.

3.8 Finance and Accounting.

(i) Prior to the beginning of each fiscal year, Victory shall prepare and submit to the Board for its review a proposed annual budget for such fiscal year. Not more than thirty (30) days after its receipt of the proposed annual budget, the Board shall notify Victory of any proposed amendments or revisions to the proposed budget; provided that the Board shall, subject to the requirements of the Act and the provisions of this Agreement make all reasonable efforts not to propose to amend or revise allocations in the proposed budget that would prohibit the Charter School from fully compensating Victory for services performed under this Agreement in accordance with Section 6 hereof without prior written notice to and consultation with Victory. Upon receipt of any such proposed amendments or revisions, or upon expiration of such thirty (30) day period, if no proposed amendments or revisions are received, Victory shall prepare a final annual budget for such fiscal year and provide a copy thereof to the Board for its approval. Such final annual budget shall incorporate any amendments and revisions approved by the Board. The Board and Victory agree to cooperate with each other in the adoption of a final annual Charter School budget that is financially prudent and serves the educational interests of the students consistent with the Founding Design and the Charter. Victory shall brief the Board or a designated committee of the Board on any amendments or revisions proposed by the Board that Victory does not consider prudent to incorporate in the proposed annual budget. Victory and the Board or a designated committee of the Board shall come to agreement on the resolution of any such proposed amendments or revisions prior to offering a final budget to the Board for its approval.

The Board shall not mandate budget amendments or revisions that are inconsistent with the Founding Design and the Charter or that would potentially create or increase an operating deficit, except as may be required as condition of keeping the Charter in effect, or otherwise to comply with the Act. It is acknowledged and agreed by Victory and the Board that it is necessary during the year for which a final annual budget has been adopted to revise and amend the approved final budget in order to reconcile it with Charter School

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expenditures during the year for which the final budget has been adopted given changing circumstances for matters including but not limited to Charter School student enrollment. In such instances, Victory and the Charter School agree to use their best efforts to reasonably revise or amend the approved final annual budget in order to reconcile it with Charter School expenditures for the purpose of mitigating or avoiding an operating deficit.

(ii) Provide customized budget forecasting and modeling based on the Charter School's needs during the school year, i.e., real estate development and/or union negotiations.

(b) Financial Statements. Victory shall prepare and provide the following:

- (i) Quarterly, unaudited financial statements for the Charter School's Board and staff;
- (ii) Monthly financial "flash" reports setting forth changes to the Charter School's discretionary spending; and
- (iii) Full, real-time access to the Charter School's financial statements and ledger accounts via QuickBooks On-line.

(b) Bank Accounts and Accounts Payable. Victory shall:

- (i) Provide full, real-time access to the Charter School's bank accounts via Chase on-line;
- (ii) Manage the Charter School's cash accounts, including its operating and saving accounts;
- (iii) Reconcile the Charter School's monthly bank statements.

(d) Controls. Victory shall consult with the Board and Charter School leadership regarding financial controls.

(e) Additional support.

- (i) Victory's chief financial officer shall attend at least $\frac{3}{4}$ of all regularly-scheduled Board meetings per academic year and shall report to the Board on the Charter School's financial affairs; and
- (ii) Victory's chief financial officer and director of accounting shall provide unlimited advice and technical support via telephone calls and e-mail for the Charter School's Principal and the Board in the areas of set forth in this Section 3.8; and
- (iii) Reconcile and track the Charter School's spending against the Charter School's Title I and other grants.

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3.9 Payment of Expenses. Victory shall make payment, within commercially reasonable time periods, of all budgeted expenses of operating the Charter School, out of the funds maintained in the Charter School's bank accounts described under Section 3.8 of the Agreement. Victory is specifically authorized to pay it itself, out of such funds, the management fee provided for in Section 5 of this Agreement. Victory shall only pay expenses that are not budgeted after consultation and with the prior approval of the Board, except in cases of emergency involving an immediate risk to the health, safety and well being of students, employees, contractors or other persons needing to use, occupy or be present in or about the Charter School.

3.10 Fees. Victory may charge reasonable fees for extra services, such as after school and summer programs, as may be customary and consistent with local practice and applicable law. All fees charged by Victory for extra services shall be incorporated in the final annual budget of the Charter School. Any fees payable by the Charter School to Victory in connection with the services contemplated by this Section 3.10 will be subject to the total compensation limit set forth in Section 5 of this Agreement.

3.11 Complaint Procedures. The Board shall establish a grievance committee to receive complaints, if any. Membership on such committee shall be limited to members of the Board who are not parents, teachers or administrators of the Charter School. The Board shall refer any complaint to such committee in the first instance, and such committee shall investigate and make nonbinding recommendations to the Board concerning the disposition of any such complaint.

3.12 Compliance with Laws; Licenses; Insurance. Victory shall manage and operate the Charter School, and shall conduct all of its other affairs, in compliance with all applicable federal, state and local statutes, rules and regulations, including without limitation requirements prohibiting discrimination in employment. Victory shall procure all licenses or other approvals necessary to the conduct of its business and the operation of the Charter School.

3.13 Loans. The Charter School acknowledges and agrees that as of January 1, 2012, the Charter School owes Victory One Million One Hundred Seventy-Seven Thousand Five Hundred Sixty Dollars (\$1,177,560), which is the outstanding balance due to Victory pursuant to a loan agreement dated July 1, 2007 between Victory and the Charter School which is evidenced by a note dated July 1, 2007 and secured by a security agreement dated July 1, 2007.

Victory hereby agrees and acknowledges that the payment of the Victory Fee under Section 5 of this Agreement, and any payments due under the Victory Note effective July 1, 2007, whether current or past due, are subordinate to the Charter School's obligations as borrower under the Charter School's bond issuance, and payments under Section 5 of this Agreement and the Victory Note will be withheld pending the cure of any violation of any covenant under the bond issuance.

4. Rights and Obligations of the Charter School Board. The Charter School Board shall have final responsibility for policy, management, operations and budget decisions in respect to the Charter School, and the right and the obligation to perform duties, which shall include:

4.1 Supervision of Manager. The Charter School, acting through the Board, shall monitor Victory's and Victory's compliance with the terms and provisions of this Agreement.

4.2 Complaints. The Charter School, acting through the Board, shall resolve any complaints brought by parents, teachers or others relating to the Charter School's compliance with applicable legal requirements.

4.3 Approval of Charter School Policies. The Charter School, acting through the Board, shall cooperate with Victory in the preparation of, and shall have ultimate approval authority over, broad policies of the Charter School, including those relative to grade levels to be offered by the Charter School, and the number of students to be served by the Charter School.

4.4 Maintenance of Charter. The Charter School, acting through the Board, shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may have been imposed by the authority granting the Charter, are fully complied with at all times. The Board and Victory shall take all reasonable steps – including renegotiating in good faith this Agreement or revising this Agreement to keep the Charter in effect.

4.5 Tax Status. Victory and the Charter School shall take all reasonable steps – including renegotiating in good faith this Agreement or revising this Agreement pursuant to the IRS’ request -- to establish and maintain the Charter School’s status as a tax-exempt organization under federal and, if applicable, state law such that contributions to the Charter School are deductible to the donor for federal income tax purposes. In the event of arbitration pursuant to Section 10 of this Agreement, each of the Charter School and Victory shall agree that, notwithstanding any claims for relief each may seek from the other, it will require that any relief granted be consistent with maintaining the Charter School’s tax-exempt status. If the Board concludes it is appropriate to do so, the Charter School may seek to establish a separate tax-exempt organization to conduct fund raising activities and receive tax-deductible contributions in support of the Charter School and/or of education generally.

4.6 Control of Funds. Pending their disbursement, while this Agreement is in effect, all funds appropriated for the use of the Charter School pursuant to the Act, or paid pursuant to federal law shall be maintained in an account or accounts belonging to the Charter School, but over which Victory or its designee shall have signature authority. While this agreement is in effect, Victory shall have custody of and fiduciary responsibility for all funds received by the Charter School excluding those raised by the Parents Association of the Charter School and the Charter School shall immediately turn over to Victory all such funds or other revenue received by the Charter School from any other source, including without limitation all per pupil or other payments or reimbursements received from the local school district, the state, or any other source, and all contributions received by the Charter School for which Victory has signature authority. Notwithstanding any other provision of this Agreement, the Board may require that any funds of the Charter School in an account or accounts belonging to the Charter School in the custody of Victory be disbursed upon the signature authority of Victory and the approval of the Board or of a Board designee, and may require Board signature authority in addition to the signature authority of Victory.

4.7 Financial Oversight. Victory shall deliver original records, or make such records available for inspection and photocopying, to the Treasurer of the Board, or such other director or officer or committee of the Board as the Board may designate relating to Victory’s management and operation of the Charter School, or the accounts of the Charter School, or as may be required for compliance with the Act.

4.8 Legal Counsel. The Board may retain legal counsel of its own choosing to render legal assistance in its responsibilities and obligations under this Agreement. Said counsel shall serve at the sole discretion and pleasure of the Board and shall, when directed by the Board, consult and cooperate with counsel for Victory on matters impacting upon the Charter School. The parties agree and acknowledge that Victory shall not provide legal services to the Charter School.

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4.9 Independent Auditors. The Board shall retain an independent certified public accountant, or independent certified public accounting firm licensed in New York, to audit the financial statements of the Charter School as required by 2851(2)(f) of the Act and to perform such other review of management and financial controls as may be required by the Act, the Charter, the Board of Regents of the University of the State of New York or any other applicable rules and regulations.

5. Management Fees Payable to Victory. For the 2011-12 school year, the Charter School shall pay to Victory an amount equal to Five Hundred Thousand Dollars (\$500,000) (the "Fixed Amount"), plus four percent (4%) of the Fixed Amount (together, the "2012 Victory Fee"). For the 2012-13 school year, the Charter School shall pay to Victory the 2012 Victory fee, plus four percent (4%) (together, the "2013 Victory Fee"). During the term of this Agreement, in no event shall the total compensation payable by the Charter School to Victory for any calendar year be more than One Million Dollars (\$1,000,000).

The Charter School shall pay the compensation due to Victory set forth above bi-monthly on or before the first business day of July, September, November, January, March and May. Any bi-monthly fee, or portion thereof, not paid within thirty (30) days of its due date shall bear interest at an annualized rate of 7.5%, per annum on the outstanding past due amount, provided that such past due payments are not as a result of the Yonkers Public School District's failure to timely remit the District funding to the Charter School, or causes otherwise beyond the control of the Charter School.

Additionally, the Charter School shall pay to Victory a consulting fee (the "Consulting Fee") of Eighty Thousand Dollars (\$80,000), payable in twelve (12) equal monthly installments in connection with the performance of teacher professional development, assessment program and human resources services. The Consulting Fee shall be paid to Victory no later than the fifth (5th) day of each month beginning July 2011 and ending June 2012. The Charter School shall pay a late fee of 7.5% per year on any portion of the Consulting Fee not paid to Victory when due, if such late payment is due to a delay by the Charter School. Further, the Charter School shall assume all per employee costs for payroll administration, remittance and employee portals. At any time during the term of this Agreement, the Charter School Board of Trustees may contract with Victory for additional services for a fee to be negotiated between the parties.

Finally, in exchange for the Technology Services, the Charter School shall pay to Victory an amount equal to Seventy Two Thousand Dollars (\$72,000) (the "Technology Fee") payable as follows: Twelve (12) monthly installments of Six Thousand Dollars (\$6,000), each due on the twenty-eighth of the month, commencing on July 28, 2011.

It is understood by both parties that all expenses incurred by Victory and its employees in the performance of this Agreement shall be included in its compensation and shall not be reimbursable to Victory from the Charter School; provided, however, that in the event that Victory and the Charter School enter into a separate agreement or agreements whereby the Charter School commits to reimbursing Victory for certain expenses, this section shall not apply to such reimbursable expenses; and provided further, that this section shall not apply to budgeted expenses of the Charter School which are incurred by Victory rather than the Charter School for convenience or in anticipation of Charter School funds.

6. Effective Date and Duration.

6.1 This Agreement is effective on the date hereof and, unless terminated by either party in accordance with the terms hereof shall continue through January 11, 2014 (which is the expiration date of

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the current charter term), and thereafter through any extension terms agreed to by the parties in accordance with Section 7.2 hereof.

6.2 Provided that the Charter School's Charter is renewed, the Charter School shall have an affirmative duty to negotiate with Victory in good faith no later than six (6) months prior to the Charter's expiration for the same or different Victory services for the subsequent renewal charter term. Provided that the Charter School's Charter is renewed, the parties shall have the option to renew the Agreement for the term of the subsequent renewal charter upon the written, mutual agreement of the Charter School and Victory.

6.3 In the event this Agreement is not renewed for any reason, then all unpaid compensation, indebtedness, loans or other financial obligations to Victory incurred by the Charter School under this Agreement will not be accelerated and will continue to be due and payable according to the terms currently set forth in the documents evidencing such compensation, indebtedness, loans and other financial assistance.

6.4 Notwithstanding any other provision under this Section 6, on or after July 1, 2013, the Charter School shall have the right to terminate, without penalty or cause, the Agreement upon six (6) months' prior written notice to Victory.

7. Termination.

7.1 This Agreement may be terminated prior to the expiration of its term as set forth in Section 7 above only under the following conditions:

- (a) If Victory shall under such laws as shall be applicable to it commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or shall apply to any tribunal for a receiver, intervenor, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain undismissed; or if by any act it shall indicate its consent to, approval of, or acquiescence in any such proceeding, or the appointment of any receiver, intervenor, conservator or trustee for it or any substantial part of its property or shall suffer any of the same to continue undischarged; or if it shall become subject to any intervention whatsoever that shall deprive it of the management of the aggregate of its property or any substantial part thereof; or if it shall wind up or liquidate its affairs or there shall be issued a warrant of attachment, execution, or similar process against any substantial part of its property, and such warrant, execution or process shall remain undismissed, unbounded or undischarged for a period of ninety (90) days, this Agreement shall be deemed immediately terminated upon the occurrence of such event.
- (b) If Victory is found, by a court of law to have made fraudulent use of funds, or by the Board of Regents of the University of the State of New York or the New York State Department of Education, to have spent money appropriated by New York State or the federal government for the operation of the Charter School in a manner not authorized by law, or if an administrative or judicial body has revoked any license which may be required for Victory to carry on its business and perform its obligations and functions under this Agreement, this Agreement shall be deemed immediately terminated upon the occurrence of such event.

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7.2 Upon expiration or termination of this Agreement for any reason, the parties agree to cooperate in good faith and use their best efforts to complete a prompt and orderly separation, it being the intention of both parties that the Charter School shall remain open and operating in its normal course in the event of such expiration or termination of this Agreement, in accordance with the following rights and obligations of the parties:

- (a) Victory shall immediately provide the Charter School with all student records, financial accounts, financial records, reports, employee records and other Charter School data in Victory's possession and not currently in possession of the Board, as well as any instruments, including without limitation a power of attorney, required to revoke Victory's custody and signature authority in respect to Charter School account(s), or to transfer or modify licenses, certificates of insurance; or other contracts to which Victory has become a party to manage and operate the Charter School pursuant to this Agreement;
- (b) Victory shall provide the Charter School with reasonable educational and operational transition assistance for a period of sixty (60) days after the termination of this Agreement, provided that the Charter School shall pay to Victory all reasonable fees, expenses and other costs of Victory consultants and agents who may, from time to time, upon mutual agreement of the parties, provide assistance to the Charter School or its students.

7.3 In the event that this Agreement is terminated or not renewed at a time when Victory has loaned funds to the Charter School, guaranteed any debt or other financial obligation of the Charter School, or provided credit support, whether in the form of a letter of credit or otherwise, to the Charter School, notwithstanding any other provision of this Agreement to the contrary, such termination shall be effective and the Charter School shall remain liable to Victory until the first date on which such loan has been repaid in full, such guarantee has been released by the beneficiary thereof, or such letter of credit or other credit support has been released and/or returned to Victory, all in accordance with the terms therein.

8. Proprietary Information. The Charter School agrees that Victory and its affiliates own all trademarks, copyright and other proprietary information and rights, whether developed before or after the date of this Agreement, subsisting or created in Victory's instructional materials, training materials, instructional and management methods; and any other methods and materials developed by Victory, its employees, agents or subcontractors (collectively, the "Victory Proprietary Information"). The parties hereto acknowledge that during the term of this Agreement Victory may identify and disclose to the Charter School certain Victory Proprietary Information. The Charter School agrees that except to the extent necessary to carry out the terms and provisions of this Agreement, it shall not, nor shall it permit its employees or agents, to disclose, copy, publish, transmit or utilize in any fashion the Victory Proprietary Information, either during the term of this Agreement or after its termination, without the prior written consent of Victory.

9. Indemnification. Each party hereto shall indemnify and hold harmless the other party, its directors, officers, agents, servants, and employees, from and against all demands, claims, losses and expenses, arising out of or in connection with such indemnifying party's functions under this Agreement as a result of negligence, intentional tort, fraud or criminal conduct on the part of such indemnifying party or any of such party's directors, officers, agents, contractors, licensees, servants, or employees.

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10. Arbitration. All disputes arising out of or concerning this Agreement will be submitted to binding arbitration in accordance with the rules of the American Arbitration Association, provided that any relief granted shall be consistent with maintaining the Charter School's tax-exempt status.

11. Miscellaneous Provisions

11.1 All communications and notices relating to this Agreement are to be delivered in writing, with confirmation of delivery, to the following address or to such other address as either party may designate from time to time.

If to the Charter School, to:

Charter School for Educational Excellence
c/o Mr. Eduardo LaGuerre, Board Chairperson
260 Warburton Avenue
Yonkers, NY 10701

If to Victory, to:

Victory Schools, Inc.
c/o James Stovall, CEO
18 West 18th Street, 9th Fl
New York, NY 10019

11.2 The rights and remedies of either party under this Agreement shall be cumulative and in addition to any other rights given to either party by law and the exercise of any right or remedy shall not impair either party's right to any other remedy. This Agreement shall be governed by and construed and enforced in accordance with the internal laws of the State of New York (other than the provisions thereof relating to conflicts of law).

11.3 If any provisions of this Agreement shall be held, or deemed to be, or shall, in fact, be inoperative or unenforceable as applied in any particular situation, such circumstances shall not have the effect of rendering any other provisions herein contained invalid, inoperative or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses or paragraphs herein contained shall not affect the remaining portions of this Agreement or any part hereof.

11.4 This Agreement shall not be changed, modified or amended nor shall a waiver of its terms or conditions be deemed effective except by a writing signed by the parties hereto. This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and supercedes all prior agreements or understandings, written or oral, in respect thereof.

11.5 The parties hereto acknowledge that the management of charter schools by third parties is an area presenting numerous legal uncertainties and ambiguities, and that the arrangements contemplated by this Agreement are new and unique, and in light of these factors agree to work together in good faith to resolve, in a manner consistent with the spirit and intent of the relationship created hereby, any new or unforeseen issues which arise in carrying out the terms of this Agreement.

11.6 The failure by either party hereto to insist upon or to enforce any of its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such party's right to insist upon strict

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compliance with the provisions hereof. No delay in exercising any right, power or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power or remedy by any such party preclude any other or further exercise thereof or the exercise of any other right, power or remedy. No waiver by any party hereto to any breach of or default in any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.

11.7 The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors and permitted assigns of the respective parties hereto.

11.8 This Agreement may not be assigned by either party without the prior written consent of the other party; provided, however, that Victory may assign this contract in connection with a sale, merger or other transaction in which all or substantially all the assets of Victory are sold or exchanged. Both parties acknowledge that an assignment of this Agreement by either party may constitute a revision of the Charter and may require approval by the Charter School Institute pursuant to the Act.

11.9 This Agreement may be executed by facsimile and in any number of counterparts, each of which shall be an original, but all of which shall together constitute one and the same instrument.

11.10 This Agreement can be modified or amended upon mutual written consent of the parties.

11.11 Nothing in this Agreement shall be construed in any way to limit the authority of the Board of Regents including, but not limited to, the authority to take and enforce action pursuant to Section 2855 of the Act.

11.12 To the extent there are any conflicts between the terms of the Charter and the terms of this Agreement, the terms of the Charter shall control.

[Signatures continued on the following page]

New York State Education Department

Application In Support of the Renewal of the Charter School of Educational Excellence

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the ____ day of February, 2012.

VICTORY SCHOOLS, INC.

By: _____
James K. Stovall, CEO

**CHARTER SCHOOL FOR EDUCATIONAL
EXCELLENCE**

By: _____
Eduardo LaGuerre, Chair, Board of Trustees

EXHIBIT 12
TABLE OF
MANAGEMENT
FUNCTIONS

New York State Education Department

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Not applicable. For information about CSEE's relationship with Victory Education Partners, please see **Exhibit 12, Contract with Educational Service Provider**.

New York State Education Department

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EXHIBIT 13

CODE OF CONDUCT

Charter School of Educational Excellence

Code of Conduct

Approved by the CSEE Board of Trustees



It is our intention above all else that the Charter School of Educational Excellence be a safe and healthy place for students. Our school community encourages the participation of parents in the education of their children and creating strong bonds between home and school critical to the success of our students and our school.

In order to create and maintain a cooperative and safe school environment, we have defined clear behavioral expectations for our students. CSEE students are held to the highest of expectations. We emphasize good citizenship qualities in students and demand their respect towards classmates, faculty and all members of the school community. We recognize appropriate behavior through positive reinforcement, incentives and rewards. Undesired behaviors are met with serious consequences. Our rules and regulations are meant to govern the behavior of all members of the school community. Teachers and administrators will set the standards for our students.

Attached is the Code of Conduct for a complete discussion of rules, regulations and the appeals process for our school.

Student Code of Conduct

I. INTRODUCTION

The Board of Trustees (the “Board”) of the Charter School of Educational Excellence (“CSEE”) is committed to providing a safe and orderly school environment where students may receive and CSEE personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other personnel, parents and other visitors is essential to achieving this goal.

CSEE has high expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. The board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the board adopts this code of conduct (“code”).

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

II. DEFINITIONS

For purposes of this code, the following definitions apply:

- **“Disruptive student”** means a student who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

“Parent” means a parent, guardian or person in parental relation to a student.

- **“School property”** means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a school, or in or on a school bus.
- **“School function”** means any school-sponsored extra-curricular event or activity.

“Violent student” means a student who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.

6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school property.

“Weapon” means:

A firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

III. STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights

CSEE is committed to safeguarding the rights given to all students under applicable state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all students have the right to:

1. Take part in all CSEE activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.

B. Student Responsibilities

All CSEE students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all CSEE policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of CSEE when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

IV. ESSENTIAL PARTNERS OF CSEE

A. Parents

All parents are expected to:

1. Recognize that the education of their child is a joint responsibility of the parent and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and CSEE.
9. Build good relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.

B. Teachers

All CSEE teachers are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.

Communicate to students and parents:

- Course objectives and requirements
 - Marking/grading procedures
 - Assignment deadlines
 - Expectations for students
 - Classroom discipline plan.
5. Communicate regularly with students, parents and other teachers concerning growth and achievement.

C. Principal

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
3. Evaluate on a regular basis all instructional programs.

4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

D. CSEE's Management Partner

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Review with CSEE administrators the policies of the Board and state and federal laws relating to school operations and management.
3. Inform the board about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with CSEE administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

E. Board of Trustees

1. Collaborate with student, teacher, administrator, and parent organizations; school safety personnel; CSEE's management partner; and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, personnel and visitors on school property and at school functions.
2. Adopt and review at least annually CSEE's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

V. STUDENT DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. CSEE has adopted a school uniform dress code for its students. Each student must wear the school uniform throughout the entire school day unless otherwise instructed by a staff member. Students and their parents have the primary responsibility for ensuring that the student is dressed in the school uniform every school. Teachers and all other CSEE personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

The principal or his designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

VI. PROHIBITED STUDENT CONDUCT

The Board expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior.

CSEE personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Students may be subject to disciplinary action, up to and including expulsion from school, when they:

A. ENGAGE IN CONDUCT THAT IS DISORDERLY.

Examples of disorderly conduct include:

1. Running in hallways.
2. Making unreasonable noise.
3. Using language or gestures that is profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of CSEE's acceptable use policy.

B. ENGAGE IN CONDUCT THAT IS INSUBORDINATE.

Examples of insubordinate conduct include:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
 2. Lateness for, missing or leaving school without permission.
 3. Skipping detention.
- B. **Engage in conduct that is disruptive.**

Examples of disruptive conduct include:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.

D. ENGAGE IN CONDUCT THAT IS VIOLENT.

Examples of violent conduct include:

- Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
- Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a student or any other person lawfully on school property or attempting to do so.
- Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
- Displaying what appears to be a weapon.
- Threatening to use any weapon.
- Intentionally damaging or destroying the personal property of a student, teacher, administrator, other employee or any person lawfully on school property, including graffiti or arson.
- Intentionally damaging or destroying CSEE property.

E. ENGAGE IN ANY CONDUCT THAT ENDANGERS THE SAFETY, MORALS, HEALTH OR WELFARE OF OTHERS.

Examples of such conduct include:

1. Lying to school personnel.
2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
1. 4 Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner.
4. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning.
5. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
6. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
7. Selling, using or possessing obscene material.
8. Using vulgar or abusive language, cursing or swearing.
9. Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco.

10. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
11. Inappropriately using or sharing prescription and over-the-counter drugs.
12. Gambling.
13. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
14. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

F. ENGAGE IN MISCONDUCT WHILE ON A SCHOOL BUS

It is crucial for students to behave appropriately while riding on school buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

G. Engage in any form of Academic Misconduct.

Examples of Academic Misconduct include:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.
5. Assisting another student in any of the above actions.

VII. Reporting Violations

All students are expected to promptly report violations of the code of conduct to a teacher, the principal or his designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the principal, the principal's designee or the Board.

All CSEE staff that is authorized to impose disciplinary sanctions is expected to do so in a prompt, fair and lawful manner. CSEE staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

The principal or his designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of CSEE as soon as practical, but in no event later than one business

day after the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

VIII. Disciplinary Penalties, Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate
6. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

A. Penalties

Students who are found to have violated CSEE's code of conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

1. Oral warning - any member of CSEE staff
2. Written warning - teachers, principal
3. Written notification to parent - teachers, principal
4. Detention - teachers, principal
5. Suspension from transportation - principal
6. Referrals - teachers, principal, Board
7. Suspension from social or extracurricular activities - principal
8. Suspension of other privileges - teachers, principal
9. In-school suspension - principal
10. Removal from classroom by teacher - teachers, principal
11. Short-term (five days or less) suspension from school - principal, Board

12. Long-term (more than five days) suspension from school – principal, Board
13. Expulsion – Board

B. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention

Teachers and the principal may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2. Suspension from Transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the principal or his designee. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, CSEE will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the principal or the principal's designee to discuss the conduct and the penalty involved.

3. Suspension from Extra-Curricular Activities and other Privileges

A student subjected to a suspension from extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with CSEE official imposing the suspension to discuss the conduct and the penalty involved.

4. In-School Suspension

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes the principal to place students who would otherwise be suspended from school as the result of a code of conduct violation in “in-school suspension.” The in-school suspension teacher will be a certified teacher, if practicable.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student’s parent will be provided with a reasonable opportunity for an informal conference with CSEE official imposing the in-school suspension to discuss the conduct and the penalty involved.

5. Teacher Disciplinary Removal of Disruptive Students

A student’s behavior can affect a teacher’s ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student’s behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term “time out” in another classroom or in an administrator’s office; (2) talking with the student in the hallway briefly; (3) sending a student (escorted by an adult) to the principal’s office for a brief period of time; or (4) sending a student to another appropriate CSEE staff member for brief counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student’s behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher’s authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher’s instructions or repeatedly violates the teacher’s classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours.

The teacher must complete a school-established disciplinary removal form and meet with the principal or his designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

Within 24-hours after the student's removal, the principal or another CSEE administrator designated by the principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including CSEE's code of conduct.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a CSEE provided form) for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

6. Suspension from School

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

The board retains its authority to suspend students, but places primary responsibility for the suspension of students with the principal.

Any staff member may recommend to the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The principal, upon receiving a recommendation or referral for suspension, or when processing a case for suspension, shall gather the facts relevant to the matter, and record them for subsequent presentation, if necessary.

a. Short-Term (5 days or less) Suspension from School

When the principal proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the principal must immediately notify the student orally. If the student denies the misconduct, the principal must provide an explanation of the basis for the proposed suspension. The principal must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining adult witnesses under such procedures as the principal may establish.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption,

the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

If the parents are not satisfied with the principal's decision, they must file a written appeal to the Board within 10 business days of the date of the principal's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the SUNY Board of Trustees within 60 days of the decision.

b. Long-Term (more than 5 days) Suspension from School

When the principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question adult witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

An appeal of the decision of the principal may be made to the Board. All appeals to the Board must be in writing and submitted to the Board within 10 business days of the date of the principal's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the principal. Final decisions of the Board may be appealed to the SUNY Board of Trustees within 30 days of the decision.

c. Expulsion from School

Expulsion is the permanent suspension of a student from the school. It is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function. It may also be imposed where a student repeatedly substantially disrupts the educational process of CSEE.

XV. Discipline of Students with Disabilities

The board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

A. Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the code of conduct, the following definitions apply.

A “suspension” means a suspension pursuant to Education Law § 3214.

A “removal” means a removal for disciplinary reasons from the student’s current educational placement other than a suspension and change in placement to an interim alternate educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.

An “IAES” means a temporary educational placement for a period of up to 45 days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student’s current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:

a. The principal or the Board may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.

b. The principal may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the principal determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.

c. The principal may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

d. The principal may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

- 1) “Weapon” means the same as “dangerous weapon” under 18 U.S.C. § 930(g)(w) which includes “a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 1/2 inches in length.”
- 2) “Controlled substance” means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

- 3) "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

- a. for more than 10 consecutive school days; or
- b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

However, AECI may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

C. Special Rules Regarding the Suspension or Removal of Students with Disabilities

1. The Committee on Special Education shall:

- a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever AECI is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more members of the CSE believe that modifications are needed, AECI shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, AECI is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If AECI is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

- a. The principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.

- b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that AECI had knowledge the student was a student with a disability, AECI either:

- 1) conducted an individual evaluation and determined that the student is not a student with a disability, or
- 2) determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by AECI, which can include suspension.

3. AECI shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement.

The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.

5. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.

7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided appropriate alternate instruction.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted if:

- a. AECI requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
- b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - 1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and AECI agree otherwise.
 - 2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to AECI and the parents within five business days after the last hearing date, and in no event

later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to law enforcement and judicial authorities

In accordance with the provisions of IDEA and its implementing regulations:

1. AECI may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
2. The principal shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

Suspension Procedures for Students with Disabilities

Preliminary Steps

1. Teacher/ Staff member notify principal of a student's infraction.
2. Teacher/Staff submit a written incident report with detailed information regarding the student's infraction and/or misconduct.
3. The principal or designee review the student's IEP, suspension record and incident report to determine if the behavior is the result of the student's disability.
4. The principal or designee determines if the behavior justifies a suspension as per the school's Code of Conduct and student's IEP.
5. Principal or designee meet with the student to investigate and gather witness statements of student(s) and/or witness(es) involved in the incident.

Notification

1. Parent/guardian of the student receives verbal notification immediately following investigation of incident.
2. A suspension notice is written and sent to the parent/guardian within 48 hours containing the following information:
 - Specific violation(s) as described in the School's Code of Conduct
 - Brief description of the incident
 - Type of suspension (in-house or out of school) and number of suspension days determined
 - Date of readmit meeting with parent/guardian, student and school personnel
 - Option to participate in our in-school suspension program (1:00 pm-3:00 pm)
3. Copy of suspension notification is faxed or mailed to CSEE's Board of Trustee(s), the resident school district CSE, and other related school staff as designated by the principal.

Special Education Services

1. Students have the option of participating in the in-school suspension program from 1:00 pm to 3:00 pm. The school will continue to deliver special education services and instruction to the student during this time.
2. If the parent/guardian opts out of the in-school suspension program, the student is provided with the learning materials that will be covered during the suspension period (i.e. textbooks, assignment packets, projects, etc.). Arrangements are made with parent/guardian for the delivery of such materials.
3. Students who are entitled to related services will be eligible for “make-up” sessions with the respective service provider(s) as per the IEP.

CSE Responsibility

1. If a student with a disability is suspended for more than 10 days, removed to an interim alternative educational setting (IAES), or shows a pattern of behaviors leading to suspensions, the CSE holding responsibility will schedule a manifestation hearing to determine if the student’s conduct is related to his/her disability.
2. Charter school personnel will coordinate with the CSE holding responsibility to participate in all meetings relating to the charter school student (manifestation determination hearings, due process hearings, development and implementation of behavioral intervention plans and/or a Functional Behavioral Assessment (FBA), and change of placement meetings).

Post-Suspension

1. A mandatory readmit meeting is held with student, parent/guardian, principal (or designee), teacher and members of Pupil Personnel Committee PPC.
2. All participants in the meeting will provide input in developing a behavioral intervention success plan through positive reinforcement strategies to determine if modifications are necessary.
3. The student will be monitored for progress by specified personnel (teachers, school social worker and psychologist and special education team) and to prevent patterns of misconduct from reoccurring.
4. Teacher will refer the student to the Principal or PPC if the student’s behavior persists following the suspension.

Charter School of Educational Excellence

Dignity Act

Respect for all:

All pupils have the right to attend schools that are safe, secure, and peaceful environments. The Board recognizes that discrimination, such as harassment, hazing and bullying, are detrimental to student learning and achievement. These behaviors interfere with the mission of the Charter School of Educational Excellence to educate its students and disrupt the operation of the school. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.

Bullying in schools has historically included actions shown to be motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional, or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

The Board prohibits all forms of discrimination, such as harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events. Discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds which can be reasonably expected to materially and substantially interfere with the requirements of appropriate discipline in the operation of the school or impinge on the rights of other students are prohibited, and may be subject to disciplinary consequences.

Definitions

Bullying

Bullying is understood to be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. In order to facilitate implementation of this policy, provide meaningful guidance and prevent behaviors from rising to a violation of law, this policy will use the term bullying (which is usually subsumed under the term "harassment") to describe a range of misbehaviors such as harassment, hazing, intimidation or discrimination. The accompanying regulation provides more guidance regarding the definition and characteristics of bullying.

Discrimination

Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as enumerated in the *Definitions* section, under Harassment, below).

Hazing

Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or

public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

Harassment

Harassment has been defined in various ways in federal and state law and regulation. The Board recognizes that these definitions are important standards, but the Board's goal is to prevent misbehavior from escalating in order to promote a positive school environment and to limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived:

- race,
- color,
- weight,
- national origin,
- ethnic group,
- religion,
- religious practice,
- disability,
- sex,
- sexual orientation, or
- gender (including gender identity and expression).

In some instances, bullying or harassment may constitute a violation of an individual's civil rights.

Prevention

The school setting provides an opportunity to teach children, and emphasize among staff, that cooperation with and respect for others is a key value of the Charter School of Educational Excellence. A program geared to prevention is designed to not only decrease incidents of bullying but to help students build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction. Staff members and students will be sensitized, through professional development and instruction, to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur.

In order to implement this program the Principal will designate a ***Bullying Prevention Coordinator (BPC)*** on an annual basis. The role of the [BPC] is to coordinate dissemination of information on anti-bullying, implement strategies to prevent bullying, and enforce this policy. In addition, committees consisting of staff, administration, students and parents will be created to assist the administration in developing and implementing specific prevention initiatives, including early

identification of bullying and other strategies. Lastly, the program will include reporting, investigating, remedying and tracking allegations of bullying.

Intervention

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill-building.

Successful intervention may involve remediation. Remedial responses to bullying and harassment include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target. Remediation may be targeted to the individual(s) involved in the bullying behavior or environmental approaches.

In addition, intervention will focus upon the safety of the target. Staff is expected, when aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy and regulation.

Provisions for students who don't feel safe at school

The Board acknowledges that, notwithstanding actions taken by staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine if accommodations are needed in order to help ensure the safety of the student and bring this to the attention of the principal. The principal, other appropriate staff, the student and the student's parent will work together to define and implement any needed accommodations.

The Board recognizes that there is a need to balance accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually, and the student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

Training

The Board recognizes that in order to implement an effective bullying prevention and intervention program, professional development is needed. The principal and/or appointed staff member will incorporate training to support this program in new teacher orientation and the annual professional development plan, as needed. Training opportunities will be provided for all staff, including but not limited to staff who have contact with students. The BPC will be trained in accordance with state requirements and will continue their professional development so as to successfully support this policy and program.

Reporting and Investigation

Although it can be difficult to step forward, the Board can't effectively address

bullying if incidents aren't reported. Students who have been bullied, parents whose children have been bullied or other students or staff who observe bullying behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided. At all times, complaints will be documented, tracked and handled in accordance with the regulations and procedures accompanying this policy, or, if applicable, [0100, Equal Opportunity and Nondiscrimination, or 0110, Sexual Harassment]. If a staff person is unsure of the reporting procedure, he/she is expected to inquire about how to proceed by speaking with their supervisor. All incidents of bullying will be reported to the New York State Education Department on at least an annual basis, so that the state can evaluate CSEE's performance under the policy. Such incidents may be included in the Violent and Disruptive Incident Reporting (VADIR) system, as applicable.

There shall be a duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying that they observe to their principal or other administrator who supervises their employment. In addition, there shall be a further duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying of which they are made aware by students to the principal or other administrator who supervises their employment

The results of the investigation shall be reported back to both the target and the accused in accordance with the accompanying regulation. If either of the parties disagrees with the results of the investigation, they can appeal the findings in accordance with the regulations that accompany this policy.

Disciplinary Consequences/Remediation

While the focus of this policy is on prevention, bullying acts may still occur. In these cases, offenders will be given the clear message that their actions are wrong and the behavior must improve. Student offenders will receive in-school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action will be taken by the administration as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.

Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors, and must be consistent with both the district's and CSEE's Code of Conduct.

Non-Retaliation

All complainants and those who participate in the investigation of a complaint in conformity with state law, as well as the district's and CSEE's policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

False Claims

Students who make false claims of harassment or bullying will be subject to disciplinary action as defined by this policy.

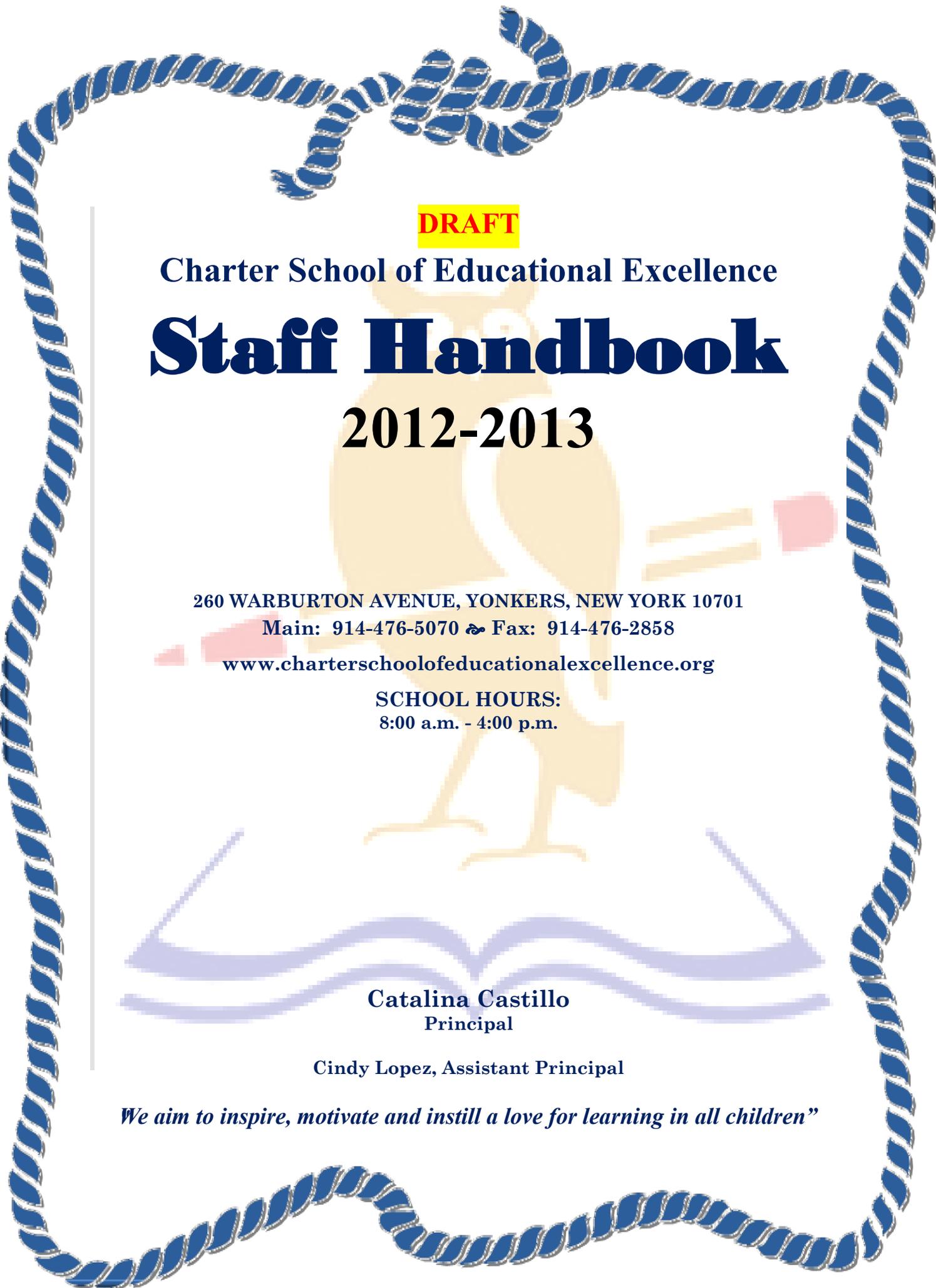
Dissemination, Monitoring, Review, and Reporting

This policy, or a plain language summary, shall be published in student registration materials, student, parent and employee handbooks. A bullying complaint form will be available on the Charter School of Educational Excellence **website**.

The district will ensure that reporting of information to the public will be in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (FERPA).

EXHIBIT 14

PERSONNEL POLICY

A thick blue rope with a white outline, forming a decorative border around the entire page. The rope is knotted at the top and bottom, and loops around the sides.

DRAFT

Charter School of Educational Excellence

Staff Handbook

2012-2013

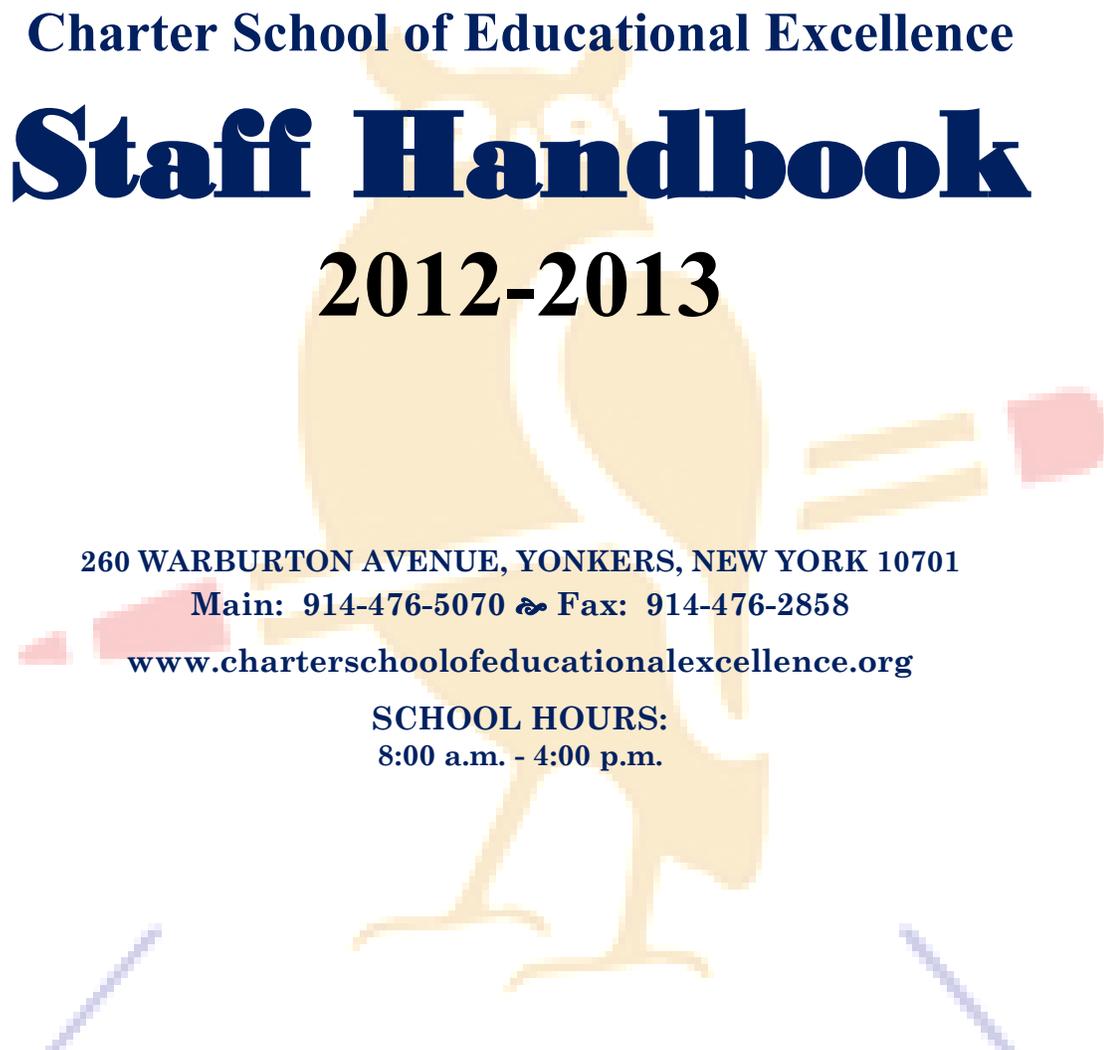
260 WARBURTON AVENUE, YONKERS, NEW YORK 10701

Main: 914-476-5070 ☎ Fax: 914-476-2858

www.charterschoolofeducationalexcellence.org

SCHOOL HOURS:

8:00 a.m. - 4:00 p.m.

A large, faint, light-brown illustration of an owl is centered in the background. The owl is facing right and has its wings slightly spread. It is positioned behind the contact information and school hours text.

Catalina Castillo
Principal

Cindy Lopez, Assistant Principal

We aim to inspire, motivate and instill a love for learning in all children”

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Our Board of Trustees



Eduardo LaGuerre
Chairman



Nadine Burns-Lyons
Secretary

Sobeida Cruz
Trustee

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PTO President/Trustee

Jim Killoran
Trustee



Carlos Medina
Trustee

Carol Russo
Trustee

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Our Partners in Education

Steven B. Klinsky
Founder

James Stovall, Esq.
Chief Operating Officer

Mary Cordero
Academic Director





Foreword



As members of the instructional team, our goal is to provide quality educational programs. Thus, as a team, we have the responsibility for assuring the academic success of all of our children. This handbook is designed to provide information that will aid us in fulfilling our responsibilities. In order for staff to function as a team, it is necessary for everyone to become familiar with its contents.

Our focus for 2012-2013 will be on high expectations and academic rigor. These Principles of Learning will guide our school in establishing the kind of curriculum and pedagogy that ensures students achieving high academic standards.



"I Teach"

I teach because there is a great fulfillment that comes in working with children.

I teach because I wanted to be a sculptor, and I can do so, by shaping lives for the future.

I teach because I wanted to be an artist, and I can do so, by painting dreams for children.

I teach because I wanted to be a musician, and I can, by giving inspiration to children.

I teach because I wanted to be a historian, and I can in having recorded something for the lives of great men to come.

I teach because I wanted to be a poet, and I can in writing impressive passages of mankind.

I teach because of the reward I receive when a child's frowns turns to smiles, or when he/she says, "Now I understand."

I teach because of the personal growth I receive each day as I venture out on a quest for knowledge and techniques to help my students understand.

I teach for it is in this where I can see the worthwhile and true fulfillment of living.

Author: Unknown

Educational Philosophy



The major responsibility of our staff and school team is to provide and maintain a daily instructional program that produces measurable student achievement in a climate of high-level student engagement.

Our educational philosophy is embodied in the Indicators of a Good School as listed below:

1. Positive Self-Concept of Children

- ★ The way a child feels about himself affects everything he does in school or out of it. It will set the pattern for his behavior throughout life. The experiences he has in school will add something to his self-image.
- ★ Children develop concepts of what they are and can do by what others, especially teachers, say to and about them. In reality, most children become what their parents and teachers expect of them. We must look at each child as a truly important individual - as a person worthy of our interest and effort. We must realize that each child is capable of learning something and that there is nothing which helps a child feel good about himself more than a sense of achievement.

2. Learning Opportunities

- ★ Each child is a unique individual. He has his own style of learning.
- ★ We must develop learning programs that will provide for individual needs, interests, and abilities. Although a large percentage of teachers prefer homogeneous grouping of children, they must accept the fact that within such grouping, there will always be heterogeneity.
- ★ A good school finds ways of individualizing/personalizing its learning programs where a child moves along at his own pace and is measured according to his own ability and potential.
- ★ We must provide variety in curricular programs and instructional media as we teach children how to learn.

3. Respect for Children

- ★ Children invariably describe the good teacher, first, as someone who is human, then as someone who is friendly, humorous, and interested in them. This means that a teacher must be a humane person; otherwise, he is not establishing positive relationships with his pupils. We use exhibit appreciation and respect for the differences as well as the similarities among our children.
- ★ We must respect children's attitudes, values, judgments, questions and rights.
- ★ Children need involvement, "a say", in the planning and executing of relevant teaching learning experiences.

4. Enjoyment of School Experiences

- ★ Schools are a part of daily living. Without doubt, daily living for children and teachers should be enjoyable. A good school represents an enjoyable place for children.
- ★ Children enjoy learning when they are involved in the planning of the behavioral objectives, content, and activities of the learning program within a classroom. They must understand the purposes of learning activities if they are to feel a sense of relevancy.
- ★ Children must be free to engage in learning experiences that are related to their own specific interests and desires. Learning is likely to be more effective if it grows out of what interests the learner, rather than what interests the teacher. Learning is also more effective when students realize that it is based on a diagnosed or assessed need.
- ★ Children must be allowed to be a part of decision making that will influence their lives in a school, such as setting up social behavior codes, dress codes, lunchtime rules, corridor rules, club activities, playground rules, etc.
- ★ We must set up positive expectations for them to strive for and we must treat them as dependable and reliable students in an enjoyable school environment.

5. Community Relations

- ★ A good school is constantly striving to develop a positive relationship with pupils, parents, and the public. The principal and the staff must exhibit a philosophy of education that is truly relevant to the needs of the children within the community. This united action creates in the community an attitude of confidence in the school.
- ★ Parents must constantly be informed about the learning programs that are in progress in the school and they must be actively involved in the affairs of the school.

6. Accountability: Achievement of Instructional Goals and Objectives

- ★ A good school sets up instructional goals and objectives that are in agreement with its educational philosophy. These goals and objectives must be directly related to skills that are to be mastered at each grade level.
- ★ Objective data, both formal and informal, must be used to measure student achievement as related to grade level skills and expectancies.
- ★ When the broad educational goals for the school, the specific instructional objectives for each teacher, and graded skills and expectancies for each child are clearly defined, than everyone will know who is accountable/responsible for what".
- ★ A school is judged good and its staff is evaluated effective when testing programs
- ★ measured by proficiency and achievement indicates significant student achievement.



Educational Goals



Goals for the Staff

1. To develop and implement quality instructional strategies.
2. To participate in quality professional growth activities. Professional development fosters the learning of children. To this end, faculty will be provided with professional development that involves teamwork, leadership roles, collegial inquiry and mentoring aligned with individual professional development plans.
3. To develop public relations that promotes understanding, pride and confidence in our school.
4. To promote creative and innovative teaching practices.
5. To promote parent and community involvement.
6. To promote and provide opportunities that meet individual needs of each child.

“Probably nothing within a school has more impact on students in terms of skill development, self-confidence or classroom behavior than the personal and professional growth of teachers.”
(Roland Barth, 1990)

Goals for the Children

1. To reach their potential at every level.
2. To achieve in all communication skills.
3. To achieve grade level reading, math, social studies and science skills.
4. To develop physically, socially, emotionally as well as academically.
5. To achieve through positive experiences in all aspects of the instructional program.

Educational Excellence Mandate

We are dedicated to assisting all children in working toward their potential by providing a personalized learning program based on needs, interests, abilities, and learning rate in order to provide maximum achievement.

CSEE's Commitment to the Education of Children



The Charter School of Educational Excellence works as a team with colleagues, parents, students and community with a commitment to provide children with a nurturing, safe and secure environment that holds optimum opportunities to learn, thrive and succeed.

Through modeling respect for self and others our students develop an appreciation for differences and are inspired to capture a true sense of confidence, pride and self-esteem.

CSEE emphasizes the character development in every child by guiding them to make moral and informed decisions. Children learn and understand at an early age that making good choices in life will help them maintain positive attitudes and a healthy lifestyle.

Giving all children every possible opportunity to maximize their potential and satisfy their natural curiosity to learn supports our belief that every child can learn. CSEE is committed to ensuring the success of every student.

Through our effective instructional practices and consistent efforts, our students come to understand that our contributions to their education and our high expectations of ethics, self-discipline and academic excellence are the key to their long-term happiness, success and independence.



IMPORTANT CONTACTS

Main Number: 914-476-5070

Fax Number: 914-476-2858

| | | | |
|---|---|---------------------|----------------|
| Receptionist/Operator | Maria Matos mmatos@cseeschool.org | 914-476-5070 | Ext. 0 |
| Principal | Catalina Castillo ccastillo@cseeschool.org | 914-476-5070 | Ext. 12 |
| Assistant Principal | Cindy Lopez clopez@cseeschool.org | 914-476-5070 | Ext. 26 |
| Director of Operations | Willis Kettell wkettrell@cseeschool.org | 914-476-5070 | Ext. 20 |
| Dean of Students | Tasheena Salmon tsalmon@cseeschool.org | 914-476-5070 | Ext. 42 |
| Administrative Assistant | Mayra Bautista mbautista@cseeschool.org | 914-476-5070 | Ext. 26 |
| Business Associate | Jasmine Rosado jrosado@cseeschool.org | 914-476-5070 | Ext. 33 |
| Special Education Coordinator | Lillian Rasulo lrasulo@cseeschool.org | 914-476-5070 | Ext. 14 |
| Title I Coordinator | Jennifer Spina jspina@cseeschool.org | 914-476-5070 | Ext. 43 |
| School Psychologist | Emma Duran, Psy.D. eduran@cseeschool.org | 914-476-5070 | Ext. 44 |
| Social Worker | Kacie Earle kearle@cseeschool.org | 914-476-5070 | Ext. 19 |
| Parent Coordinator & Community Affairs | Carmen Gomez Goldberg cgoldberg@cseeschool.org | 914-476-5070 | Ext. 18 |
| PTO President | Nelson Font nelfont_pto@aol.com | 914-476-5070 | Ext. 0 |
| School Nurses | Graviela Carvajal (CSEE) gcarvajal@cseeschool.org | 914-476-5070 | Ext. 22 |
| | Sharon Wood (YPS) swood@cseeschool.org | | Ext. 22 |
| IT Administrator | Ramphy Almonte ralmonte@cseescchool.org | 914-476-5070 | Ext. 36 |
| Partners in Education | Victory Education Partners 18 W 18th Street, 9th Floor New York, NY 10011 Office: 212-786-7900 Fax: 212-265-1742 | | |

SCHOOL'S LEADERSHIP TEAM



Ladder of Referral

PRINCIPAL

Catalina Castillo



ASSISTANT PRINCIPAL

Cindy Lopez

DIRECTOR OF OPERATIONS

Willis Kettell



CSEE CRISIS TEAM

Emma Duran, Psy.D.

Kacie Earle

Lillian Rasulo

Jennifer Spina

Margaret O'Donnell

In the event that the Principal is absent, the Assistant Principal oversees the operations and safety of the building. In the event the Principal and the Assistant Principal are absent, the Director of Operations along with the CSEE Crisis Team are assigned to oversee the operations and safety of the building.

THINGS CSEE TEACHERS SHOULD KNOW

Reporting to Work

Teachers are expected to FINGER SCAN IN every day for payroll purposes. There is a scanner located near the reception desk. Workday begins at 8:00 a.m.

Leaving Work

Teachers are expected to FINGER SCAN OUT when they leave for the day. The workday ends at 4:00 p.m. Sign out no earlier than 4 p.m.

Entrance and Exit Procedures

When reporting and leaving work for the day, staff **MUST** enter and leave the building through the elementary and middle school main entrances. Teachers may not use any other exits to enter and exit the building at any time during school hours. All side doors are emergency exit doors that are **ONLY** to be utilized for emergency evacuations. Except for the custodians that use side exit doors to dispose of trash, no one is to utilize these exits for any reason during the school day. **Students are NEVER to open or be asked to open any doors for anyone in the school during the day.**

Teacher Emergency Contact Information Forms

These forms provide the school with important staff information that may be needed in the event the School needs to contact a relative/friend on your behalf in the event of any emergency. Information you provide on this form will also be used to create a staff email distribution list and the school closing relay call list. Submit this form to principal no later than **August 31, 2012**. Please update your contact information as often as needed with the Administrative Assistant.

Lesson Plan Reviews

Lesson plans should be available on the teacher's desk for review upon request at all times.

Introduction Letter to Parents

Prepare a welcome letter to parents of students assigned to your class this year. In this letter, include an energetic greeting, something about yourself, a description of your program, the major themes of study you will cover in major subject areas, an overview of expectations for homework, study, behavior, etc. Indicate the tools for learning students will need to be successful in your program. Extend your business email address and prep schedule to make it convenient for parents to stay in touch with you and meet with you during your available times.

The school will provide teachers with a copy of the **Homework Policy** that must be sent home along with the introduction letter to parents. The homework policy must be signed and returned to school. Teachers of **Grades K-8 are to submit a copy of introduction letters to the Principal for review before letters are distributed to parents on the first day of school.**

Classroom Homework Notebooks

Classroom Homework Notebooks must be accessible and available to students, parents and administrators at all times. Write or designate a student to write daily homework assignments into the notebook. Attach any handouts or materials that are distributed for homework so that in the event a parent requests a homework check or make up homework--information is readily available. These notebooks serve as our homework accountability in the event a parent complains that their child is not bringing assignments to complete at home. Have your classroom homework notebook updated daily.

School Communications Folder

Every student in every class must have a **School Communications Folder (preferably RED in color)**. This folder is intended to be interactive between school and home. This is a good way to ensure parents get school notices and the school receives responses to school requests from parents. Teachers are to send notes, school letters and all correspondence in these folders and check that students are securing their notices in their folders before dismissal. Make distributing school notices part of your end of day routines (assign a class monitor to this job). Teachers are expected to check students' communications folders regularly. **Always collect notices for students who are absent and make sure that upon their return to school, they get their information.**

Advise parents to check the **Communications Folder** daily and to utilize these folders to send and retrieve information from the school. **Documents designated for the Principal must be sent down to the office immediately upon collection.**

Substitute Lesson Plans

If you know you are going to be absent: Prepare lessons that you can leave on the desk that follow an extension of skills being taught in the class. Substitute lessons must align to skills appropriate to your grade level. Prepare (2) separate accordion binders to store plans. These folders will be provided by the school for your use.

If you experience an unforeseen absence: Prepare two folders containing enriching reading, writing and mathematics activities that serve to reinforce skills and topics students are familiar with. As lessons are utilized, they must be replenished. Please provide written instructions for substitutes and a copy of your schedule including lunch, prep and specials. Attach a class list/roster and enclose all of this information in your substitute folders. Please duplicate (if applicable) sufficient materials (handouts, etc.) for your substitute to have for your entire class.

Class/Teacher Schedule

All teachers will receive a master schedule at the beginning of the school year. For purposes of compliance and time on task, teachers must follow the instructional schedule as indicated for each subject area. From time to time, the schedule may change due to school events and testing. The class schedule must be visible and posted on the classroom door at all times.

Student Attendance:

- Student attendance is taken daily using PowerTeacher.
- Attendance is entered in the "Morning Routines" class.
- Every teacher must submit attendance by 9:00 am each morning.
- Students must be marked Absent or Tardy(Late).
- No entry is necessary for students who are Present.
- Every teacher must open and **submit** the daily attendance screen even if their class has 100% attendance

The attendance recorded on PowerSchool is the official attendance for the school. Teachers may be asked to verify its accuracy periodically.

Maintenance Request Forms

If a teacher has any maintenance needs, a **Maintenance Request Form** must be completed and forwarded to the Director of Operations and Finance. Do not stop the custodian during the school day to respond to verbal calls for maintenance. Only in the cases of an immediate emergency (water leaks, spills, and students becoming ill) and/or other pressing matters will a verbal request be honored.

Computer Maintenance Request Forms

If you experience any computer and technology problems, complete a **Computer Repair Form** and forward it to the Business Office. Write in detail the nature of the problem. These forms will be given to the technician assigned to service and maintain the technology in the school.

Reimbursements for Purchase of Instructional/Classroom Materials for Teachers

Teachers will be reimbursed **\$300** per year towards purchases made for classroom materials and educational supplies intended for instructional purposes. Receipts must be provided to the Business Office for reimbursement. **DEADLINE** for submission is **December 21, 2012**. ****Note: Disbursement of funds for reimbursement will not be honored without a receipt.**

Tuition Reimbursement

Teachers are eligible for tuition reimbursement for **\$500.00** for two courses taken in the fall, winter, spring, and summer. You can request a tuition reimbursement form from the Business Office to complete. When submitting your application you must attach a copy of the course description. There are deadlines for submission that you can find in the employee handbook. You must complete and submit an application for each course separately. Upon completing the course, submit your grades to the Business Office to process payment.

Staff Lounge

The staff lounge is **prohibited** to students. Teachers are NEVER to store food in the refrigerator or heat up food using the microwave for students. This area is reserved and private to teachers and their activities. It is expected that teachers maintain the staff lounge clean at all times. All refrigerated stored food must be discarded by Friday of every week. **No food is to be left in the refrigerator during the weekend.** All food or food containers that are not discarded by its owner will be discarded as directed by the Principal without further notice on Friday afternoons by custodial staff.

◆ **Videos/Movies**

The educational forum today encourages the use of technology to teach. Videos and movies can be effective if utilized for instruction appropriately. Movies in classrooms are prohibited as a means of filling time and assigning busy work. It is expected that all learning tasks be meaningful. An administrator must approve all movies and videos prior to viewing. Please submit a **Video/Movie Lesson Plan (See Teacher Resource Packet)** and wait for approval from your administrator before viewing any videos/movies in the classroom. Teachers must preview movies prior to viewing to ensure content is age/grade and language appropriate.

REPORTING INCIDENCES IN SCHOOL

◆ **Accident Report Forms**

These forms must be utilized to document all accidents. When a student experiences any type of accident during the school day (inside or outside of the building), the accident must be reported immediately to the Principal's office and the teacher must complete an accident report that provides details of the incident and listing witnesses (if applicable). The attending staff member must identify on the form the response to the accident (self-care, EMS, first aide, etc.). **A Parent and/or designee MUST be contacted immediately to inform them that their child has had an accident in school. Accident reports are intended for the documentation of all student and staff accident related incidences in school. ALL ACCIDENTS MUST BE REPORTED AND DOCUMENTED.**

◆ **Student Referrals/Incident Report Forms**

These forms are utilized to document incidences as they relate to disciplinary infractions. Immediately following an incident with a student/s a teacher must complete and submit a **Student Referral/Incident Report** documenting all pertinent details of the incident. If there are witnesses to the incident, identify them on the report. If the matter is kept on the classroom level, notify a parent and indicate your follow up on the bottom portion of the referral form. **These forms are to be submitted with ALL completed information to the Principal's office.**

For matters requiring higher-level administrative intervention, submit the referral to the principal and indicate you are requesting further follow up from the administration. Make a copy of all reports for your records before submitting any referral to the principal's office. When an incident report is submitted, teacher will receive a follow up notice indicating the outcome and consequence to an incident within 48 hours of notification. **Do not write anything in the VADIR section of the report.**

ACCOUNTABILITY / REPORTING POLICIES

◆ **Home/Parent Contact Logs (Accountability for Communications with Parents)**

Teachers are expected to keep ongoing contacts throughout the school year with parents to inform them of any academic and disciplinary concerns. Forms will always be available in the principal's office for your convenience. For purposes of accountability, prepare a parent contact binder or folder to file your records of all contacts made to parents (by date/time/reason for contact). The Principal may request these during conferences with parents.

◆ **Student Academic Alerts**

These reports are intended to notify parents of any for academic, attendance, and disciplinary concerns. Send Academic Alerts home on an **as needed basis** and/or MONTHLY to parents of students who are not meeting standards. Teachers can send the Academic Alerts home with students or mail them directly to parents at home. These notices must be signed by a parent and returned to the teacher. These documents are evidence that we act upon immediate needs to correct any problems or concerns we observe in our students.

It is important that every effort be made to involve parents in supporting our efforts in all academic and disciplinary matters relating to their child. Please make copies of all Academic Alerts before distributing. These may be requested by the principal as supporting documentation during conferences with parents.

◆ **Progress Reports**

In addition to the ongoing feedback teachers give parents through other means of reporting, interim progress reports will give parents an update on how their child is performing on tests, discipline, and progressing in all subject areas. This feedback is intended to help parents work more effectively with their children at home. Progress Reports are scheduled for distribution three times a year. **See distribution dates below.**

| PROGRESS REPORT REVIEWS & DISTRIBUTION DATES CALENDAR | |
|--|---------------------------|
| <i>Teachers must submit copies of the progress reports for administrative review by 12:00 p.m. on dates indicated below.</i> | |
| ADMINISTRATIVE REVIEW DATES | DISTRIBUTION DATES |
| MONDAY, OCTOBER 22, 2012 | FRIDAY, OCTOBER 26, 2012 |
| MONDAY, FEBRUARY 11, 2013 | FRIDAY, FEBRUARY 15, 2013 |
| MONDAY, MAY 13, 2013 | FRIDAY, MAY 17, 2013 |

◆ **Hallway Passes**

Each classroom teacher will receive two hallway passes indicating the name of the teacher and classroom #. Students are not permitted to leave a classroom without a hallway pass. If a student is discovered outside of class without a hallway pass, they will be returned to class and the administration will note teacher not following policies.

◆ **Class Sign-Out Sheet**

Students **MUST** sign out when leaving the classroom. When returning, students are expected to sign back in. Class Sign-Out Sheets can be requested during investigations or to monitor student movement around the building. Limit movement of students in the building and the time students spend out of your classroom and allow students to leave the room **ONLY** for bathroom use and important errands.

STARTING & ENDING YOUR DAY AT CSEE

Opening Exercise

The school day shall open in all classrooms with the patriotic salute to the flag in response to a child making an intercom announcement prompted by “school stand, school salute, and school pledge”. Any child shall be excused from participating in patriotic exercises upon written request from a parent or guardian.

Classroom Routines

The day in the classroom begins in every class with a morning meeting. This is a time for teachers and students to gather at the carpet and discuss the agenda for the day. Utilize this time to reinforce expectations; review the calendar and weather; or review skills previously introduced. The classroom should have consistent routines that students are expected to follow daily.

Do not wait for bus arrival students to begin your daily activities. The school day begins promptly at 8:00 a.m. You can begin instruction with students checking off what they need to do

to prepare for the day (signing in, placing homework in a designated homework spot, getting ELA materials ready, Read the Room...), then the morning meeting. The Teacher Assistant will transition latecomers into class.

In efforts to maintain a uniformed policy across the building teachers are asked to write the following information on their board every day:

The date, subject, the lesson objective/s, vocabulary and/or key terms and homework. Any observer entering the class should be able to read what students are learning about at that time. Students should write a school heading routinely into their notebooks consisting of the School's name, class, date, and subject area.

Standard CSEE School Heading:

| | |
|------|-------|
| Name | Class |
| CSEE | Date |

Objective: Students will be able to...

Student objectives must be written in a language that students can understand, read and paraphrase. At times, the writing of the school heading and objective(s) may be differentiated as necessary.

Classroom routines must be established the very first week of school. Establishing rules should be a collaborative activity between teachers and their students.

Teach your students how to enter and exit the room in an orderly way (in the morning, at dismissal, during evacuations, breaks to the bathroom, going to and from lunch, etc.). Explain what is expected getting the day started on a positive note. **Example:** Hang up your coats, empty backpacks, drop your homework notebook in the review bin, and let's get ready to learn. Routines that are established and are consistent become automatic.

Establish routines for the following:

1. getting started (before learning activities begin)
2. classroom rules (non-negotiable, consequences)
3. distributing materials
4. transitioning from activity to activity in and out the classroom
5. lining up
6. transitioning through the halls
7. fire drill procedures (familiar students to exits and your exit pattern during an emergency)
8. signing out of the room and taking the hall pass
9. dismissal routines
10. copying and submitting homework (daily)
11. collecting and distributing materials (paper, tools for learning, etc.)
12. assigning roles of classroom helpers, school monitors/election of class officers
13. writing a heading
14. sharpening pencils
15. getting a tissue
16. organizing student resources in desks and cubbies
17. how to maintain notebooks (NOTE: student notebooks must be checked routinely)

End of Day /Dismissal Procedures

Begin preparing students for dismissal at 3:30 p.m. Tasks to be completed before dismissal are as follows:

- ◆ Monitors to sweep and/or pick up debris/papers around the room
- ◆ Monitors to take the garbage pail down to the multipurpose room for disposal.
- ◆ Arrange all desks, tables and chairs neatly around the room
- ◆ Students are to organize inside their desks before leaving for the day ensuring they have packed all the necessary books and materials required for completing homework and studying.
- ◆ Return and organize all books neatly on the shelves and bookcases
- ◆ Erase and clean the all the dry-erase boards in the room
- ◆ Log off and shut down all classroom computers, smart boards or other electric devices in the classroom
- ◆ Close, lock and secure all windows
- ◆ Stack chairs on desks/table every evening
- ◆ Shut lights
- ◆ Line students up and escort them to the dismissal area (front entrance). A schedule for dismissal will be provided to all teachers
- ◆ Close, lock and secure classroom door
- ◆ Teachers must walk students outside of the school to their designated pick up area
- ◆ Teachers must remain with their class during dismissal to ensure students are leaving the school with an authorized individual

NOTE: If a student is not picked up on time, you are to return the child inside the building and alert the receptionist so that she is aware that the student is still in the building. She will attempt with the home to check on the pick-up status of the child. **Your responsibility for the safety of the child does not end until you have taken the necessary steps to notify the school and leave the child properly supervised.**

SCHOOL MEALS PROGRAMS/PROCEDURES

Breakfast Procedures for Students: Breakfast begins at **7:30 a.m.** With transportation delays and weather creating late arrivals to students, breakfast may be extended in the mornings to ensure that every child gets a morning meal before starting the day. Latecomers will be encouraged to get to class as soon as possible. If a student demonstrates a pattern of excessive tardiness to school, teachers are to contact parents and notify the social worker for immediate follow up.

Lunch Procedures for Students: Classes will be scheduled to a specific lunch period every day. Lunch periods are **50 minutes** for students and teachers. **See lunch schedules on next page.**

- ◆ Lunch Period 1 Grades K-2 10:45 a.m.
- ◆ Lunch Period 2 Grades 3, 5, 8 11:35 a.m.
- ◆ Lunch Period 3 Grades 4, 6, 7 12:25 p.m.

Teachers are to escort their classes to lunch and wait for the lunch monitors to take over before leaving their students. Students must never be left unattended or unsupervised in the cafeteria. At the end of the lunch period teachers **MUST** pick up their classes **on time** and escort students back to the classroom.

Cafeteria Procedures

Staff members supervising students to and from lunch are expected to contribute to a safe, orderly, organized and effectively supervised lunch period.

1. Students' physical needs should be respected and provided for **before** movement to the cafeteria.
2. Students must get permission and a Hall Pass to leave the lunch area.
3. Classes are to be escorted into the cafeteria by the classroom teacher or attending staff and should arrive **on time**.

4. Food is **never** to be taken out of the cafeteria unless requested by teacher for snack (only in closed containers).
5. At the conclusion of the lunch program, teachers are to **promptly** meet their students and escort them back to class.

OUR INSTRUCTIONAL PROGRAM

The instructional program at the Charter School of Educational Excellence is specifically designed to meet all of the New York State Learning Standards. Teachers are expected to create a rigorous program for students. Expectations for student performance are high. Our goal is to meet and exceed New York State performance levels and assessment standards in ALL students. Instruction is age/grade appropriate with a strong emphasis on the development of students' social and academic skills through character building activities.

Core Knowledge

CSEE utilizes a proprietary, standards-based Core Knowledge curriculum to teach history, science, geography, literature and fine arts at a high academic level. Students will follow a sequence of instruction by themes from September to June.

Creative Thematic Enrichment

CSEE uses thematic units that combine reading, math, art, dance, music, computer skills and field trips into enjoyable and informative lessons.

Balanced Literacy/Balanced Math

Our Balanced Literacy program uses authentic literature, independent reading, author studies, genre studies, and the writing process. Balanced Math incorporates many of these language elements into the math curriculum.

Hands-On Science & Technology

Our hands-on curriculum teaches the fundamentals of science while encouraging exploration and analysis. Technology and computer skills are incorporated into the curriculum in all grades.

Core Virtues

The Core Virtues program is a practical character education program that promotes basic moral, civic and intellectual virtues on the Kindergarten to 6th grade level. It is a literature based program that seeks to help children to fall in love with the idea of "being good" as well as cultivate their vocabulary of virtues. This program emphasizes the core virtues of respect, responsibility, diligence, gratitude, generosity, courage, loyalty, compassion and forgiveness each month.

PARTICIPATION OF STUDENTS IN THE PROGRAM

Tools for Learning

At the beginning of the school year have a list prepared of necessary school supplies to send home to with students requesting parents to purchase materials your students will need for the school year. If parents express a hardship purchasing any supplies, please refer the matter to the principal and/or social worker. CSEE will work with parents to ensure every child has the necessary school supplies to be a successful learner.

Homework

Homework is an essential component of a good and effective instructional program. Teachers are expected to assign homework on a daily basis (Monday through Friday/including weekends). Students are expected to complete and submit homework assignments on time. Homework should serve as a follow up and reinforcement to the day's lesson and/or practice of skills learned previously.

Make every effort to vary the types of homework assignments that are assigned so students are practicing skills in all areas of reading, writing and technology whenever possible and appropriate. Completing homework assignments on a daily basis helps students to develop responsible study habits at an early age. Vary spelling homework assignments so that they do not become redundant.

Homework **MUST** be assigned to students during **all school holidays** and **vacations**. This includes **Thanksgiving, Christmas, Winter, Spring, and Summer Recess**. Activities should provide practice in reading, math, writing and research skills. **Homework packets are to be submitted to the principal for approval before duplicating**. Homework should not be overwhelming and should always provide easy to read and understand instructions. Do not assign homework that is not relevant to topics covered in class. Students should be able to reference notes from their class notebooks that will support them in completing assignments at home.

Ideally, homework should also instill a sense of curiosity and teach students to study effectively - including how to apportion their time between hard and easy tasks, and test themselves for retention - so that they can become lifelong learners. **Research suggests the most effective homework should do the following:**

- **MIX IT UP.** Assignments should have simple questions here and there rather than grouping all the tough questions together. Students will feel the work is easier and will enjoy it more.
- **ADDRESS SPECIFIC NEEDS.** Tasks should be age appropriate-for example, shorter assignments in lower grades to accommodate limited attention spans. However, the amount and difficulty can be adjusted upward if students are high achievers.
- **SPREAD OUT OVER TIME.** Students retain more knowledge when they review materials in brief, repeated bursts over several weeks rather than reviewing it right after learning it that day.
- **APPLY TO THINGS KIDS ENJOY OUTSIDE CLASS.** The best assignments not only develop key skills like reading, writing, analysis and critical thinking, but they also get students to tackle subjects they really care about. The goal is to keep students ENGAGED!

Homework will be decided upon by grade.

*** Avoid rote homework assignments and do not overburden students by giving assignments the teacher cannot and will not check. A parent homework policy letter has been provided to all classroom teachers, which must be signed and submitted to the Principal's office.**

ASSESSING STUDENT PERFORMANCE

Student Grading:

All grades used to determine a student's report card grade must be entered in the PowerTeacher Grade book. The grade book is organized by the subject areas (ELA, Math, Science, etc.) for elementary school teachers and by section for middle school teachers. You are responsible for entering all assignments and aligning them with the appropriate categories which are related to the schools grading policy: Exams and Quizzes, Participation, Homework, and Folders & Notebooks.

Based upon the assignments entered for a marking period, the Grade book will calculate a percentage grade final and translate it rubric grade for elementary school students based upon the school's grading policy: **Level 4 = 85-100, Level 3 = 75-84, Level 2 = 74-55 and Level 1 = 54 and below.**

For middle school students, grades will remain as percentages. The PowerTeacher Gradebook will calculate a final grade for the school year that will be an average of a student’s three (3) marking period grades.

Teachers must review and verify all final grades at the end of each marking period. In some cases, teachers may base final grades on observations and demonstrated performance of students determined by alternative measures of assessments that a teacher may feel provides a more accurate representation of what a student knows and is able to do. Some students do show mastery and comprehension using other indicators although may not be able to demonstrate these skills on written tests (performance, verbal, or other). In these cases, teachers may make the appropriate changes using the “override” process.

Grading Policy and Report Cards

CSEE assesses the performance of students on a trimester basis following the marking period dates on **chart below**.

| Marking Periods | Begins | Ends | Report Card Distribution |
|------------------------|-------------------|-------------------|---------------------------------|
| Fall Marking Period | September 5, 2012 | November 20, 2012 | December 12, 2012 |
| Winter Marking Period | November 26, 2012 | March 15, 2013 | April 3, 2013 |
| Spring Marking Period | March 18, 2013 | June 25, 2013 | June 25, 2013 |

The Principal **MUST** review all completed report card comments before distribution. Please see review dates below. All comments are due to the Principal's office by **12:00 p.m.** on the specified dates for final review.

Principal Report Card Review Dates/Times:

1. December 7, 2012 **DUE BY: 12:00 P.M.**
2. March 21, 2013 **DUE BY: 12:00 P.M.**
3. June 17, 2013 **DUE BY: 12:00 P.M.**

Grading Policy:

| KINDERGARTEN – GRADE 2 | | GRADES 3 - 8 | |
|-------------------------------|------------|-------------------------------------|------------|
| Exams & Quizzes | 40% | Exams, Quizzes & Extension Projects | 40% |
| Participation | 15% | Participation | 15% |
| Classwork | 15% | Classwork | 15% |
| Homework | 20% | Homework | 20% |
| Folders & Notebooks | 10% | Folders & Notebooks | 10% |

Parent/Teacher Conference Dates:

- Fall Conferences:** **Dec 12, 2012** **Afternoon:** 1:00 p.m. - 4:00 p.m. **Evening:** 6:00 to 8:00 p.m.
- Spring Conferences:** **Apr 03, 2013** **Afternoon:** 1:00 p.m. - 4:00 p.m. **Evening:** 6:00 to 8:00 p.m.

***If you know that you will need a translator for a parent meeting, please alert the principal ahead of time so that arrangements can be made for a translator to assist you during a parent conference.**

Grading criteria for CSEE is aligned to the New York State rating rubric. See criteria for grading below.

| | |
|----------------|----------|
| Level 4 | 85-100% |
| Level 3 | 75-84% |
| Level 2 | 74-55% |
| Level 1 | 54-below |

| New York State Rating Rubric | Description of Student Performance |
|-------------------------------------|--|
| Level 1 | Below Standards Student performance does not demonstrate an understanding of the skills in the subject area/s expected of this grade level. |
| Level 2 | Meeting Basic Standards Student performance demonstrates a partial understanding of the skills in the subject area/s expected at this grade level. |
| Level 3 | Meeting Proficiency Standards Student performance demonstrates an understanding and knowledge of the skills in the subject area/s expected at this grade level. |
| Level 4 | Exceeding Proficiency Standards Student performance demonstrates a thorough understanding and knowledge of the skills in the subject area/s expected at this grade level. |

1. Accompany all failing grades with appropriate comments and provide parents with tips intended to help their child improve deficient skills at home.
****If you need translated comments, please see the principal for instructions.***
2. **Grades are not to be determined based on behavior and discipline.** Teachers are expected to grade students based **solely** on their academic performance. Recalcitrant behaviors are to be dealt with appropriately with the student, with the parents, and with the Pupil Personnel Committee (PPC).
3. **Presentation and teacher professionalism is important.** Use your best writing and **AVOID: erasures, crossing out** information, and **white out** that makes the report cards look sloppy. Neatness counts!

It is very important that we evaluate our students in a fair and consistent manner. If a student is excessively absent, discuss grading for the student with the principal and/or the PPC. *Homework does not carry enough statistical "weight" to fail a student. Passing is an equivalent grade point average of **75%**.

Grades are to be thoughtfully considered and arrived at based on observation, classroom/instructional performance, homework completion, teacher tests/quizzes, assigned projects, and a student's daily participation and efforts in class. **The principal will review all report cards before they are distributed to parents.** Appropriate **report card comments** will be discussed at a scheduled faculty meeting early in the school year. Appropriate comments are comments that begin with a positive statement about the student followed by the teacher sharing deficient area/s. *Always provide parents with some helpful suggestions and/or take home activities for their child that can support learning at home.

***The Spring Marking Period** (last report card) must be reflective of student's overall performance for the year. The final grades are to be determined based on the students' overall final evaluation for ability, performance and achievement in all specified academic areas (for the entire school year).

Honor Roll (Middle School)

Honor roll is determined by grade point average (GPA) for students in 7th and 8th grade. There are three Honor Roll designations:

***GPA of 96%-100% GOLD LEVEL (Meeting & Exceeding Standards with Distinction)**

***GPA of 90%-95% Silver Level**

***GPA of 85%-89% Bronze Level**

These designations can determine high school placement, scholarships, and the Valedictorian and Salutatorian at 8th grade graduation. Valedictorian and Salutatorian criteria is based on two years of a student's GPA. Attendance is considered, also.

Promotion of Students

Any "**Potential Holdover**" must be referred to the PPC before the end of the first marking period (December). If there is a student being considered for retention in a grade, for purposes of notification, retention meetings **MUST** be scheduled with the parent and the Principal by mid-May/early June of the school year. The principal will send a letter to a parent requesting to meet to notify them of retention. Teachers are requested to attend retention meetings with the principal and must come prepared to discuss the varied interventions explored to support learning and progress throughout the year. Complete a Retention Scale. This will further support your recommendation to retain a student. A copy of the Retention Scale is found in the Teacher Resource Packet.

Evidence that supports a teacher's recommendation for retention:

1. Grades/assessment results for all unit and teacher-prepared tests in **all subject areas** this school year. Have samples of student writing and work over time.
2. Evidence and copies of all Progress Reports, Academic Alerts, communications, meetings with parents and a completed Retention Scale.
3. Be prepared to discuss all attempted interventions to support learner in his/her academic struggles (Title I; Resource Room; small group instruction; after school program; etc).
4. Complete a retention scale to determine eligibility.

Retention Meeting Schedule

| Grades | Dates | Available Times |
|---------------|-------------------|------------------------|
| K-1 | May 22 and May 23 | 9:00 a.m. – 2:30 p.m. |
| 2-3 | May 24 and May 28 | 9:00 a.m. – 2:30 p.m. |
| 4-5 | May 30 and May 31 | 9:00 a.m. – 2:30 p.m. |
| 6-8 | June 3 and June 4 | 9:00 a.m. – 2:30 p.m. |

Retention Notification Process (Notifying Parents)

1. Teacher provides a list of students who did not meet promotion requirements.
2. The principal reviews the list and provides the teacher with retention notification letters and a scheduling template to arrange meetings with parents. Teacher sends letters home to parents with the students.
3. Teacher follows up with parent to ensure the notification letter is received for a timely response.
4. Teacher returns retention meeting requests signed by parents confirming a date/time to meet.
5. Principal confirms meeting with teacher and parent by returning a retention confirmation notice. Principal will send an electronic invitation via email to teacher.

Keeping Records of Students

It is recommended that all teachers keep records on every student immediately upon starting the school year. Keep documentation on all students in the class. **There must be proper and sufficient documentation to support a decision to retain a student.** Teachers are accountable for this information. Examples: Anecdotes, school-based and standardized testing data, student work samples, communication with parents (phone contacts, letters, conferences, etc.).

Principal **will not** approve the retention of any student without these procedures in place. Principal will not meet with parents if there is no evidence of documentation for interventions implemented for the student to support a teacher's decision not to promote a student. ***Retaining students in upper grades is strongly discouraged unless it will absolutely benefit the student.**

Monitoring Student Progress & Early Intervention at CSEE

Teachers are to monitor and assess student performance on an ongoing basis and communicate frequently with parents to keep them updated on their child's progress in school. This includes notifying parents when children exceed expectations and when students demonstrate poor academic performance. Early identification, intervention, and support are critical to determining appropriate AIS services for at-risk students.

Every effort must be made to help all students achieve academic success. Students demonstrating difficulties in reading and math skills **MUST** be referred immediately for Title I services.

Early Identification/Support (Pupil Personnel Committee Referral)

Refer a student that demonstrates any type of unusual -- social, emotional, psychological, and/or dysfunctional behavior to the PPC. Any behavior that is impeding on a student's ability to perform academically and/or socially must be referred immediately so that appropriate interventions are explored.

Communicate frequently with school officials (Title I, Special Education, Social Worker), as well as students and their parents when you identify concerns. Students at risk of failing any subject area must be identified early on. Early identification will help us determine the services that will best meet the needs of the student.

CSEE follows the RTI referral process. You can find information about the referral process in the Teacher Resource Packet. To request a visit from the social worker to visit your program and observe behaviors of a student/s, you must submit an appointment request. You will receive a response for an appointment from the social worker within 48 hours. Send a copy of all appointment requests to the social worker to the principal's office.

Do not rely solely on **report cards** to inform parents of their child's progress in school. The principal will monitor student progress and keep direct contact with teachers, students and parents during the school year. After reviewing student progress reports, the principal may follow up by either arranging to meet with the teacher, the student, parent and/or all. Teachers may be requested to attend meetings with the principal and parents.

The principal will always follow up by informing the teacher of any administrative decision regarding academic matters referred by teachers concerning students in their program. Instructions for referring students to the PPC and the administration will be discussed early in the school year.

ASSESSMENTS USED TO MONITOR PROGRESS AT CSEE

In addition to teacher-prepared tests and mandated New York State Elementary Assessments, students enrolled in CSEE will take a series of curriculum-based exams, which include the following:

- ◆ **DIBELS** is administered to students in Grades K-2 at the Beginning of the Year (Month 1-3), Middle of the Year (Month 4-6), and End of Year (Month 7-10).
- ◆ **Acuity Predictive Assessments** will be administered three times a year in early October, end of November and end of February.

School Assessments

In addition to the mandated New York State Assessments, we are required to assess student progress on an ongoing basis. CSEE also monitors progress using the following:

1. **Acuity Predictive and Diagnostic Assessments by CTB/McGraw-Hill**
2. **DIBELS**
3. **Running Records**
4. **End of Unit Curriculum Exams**
5. **NYS Mock Tests**

About Acuity Predictive Assessments

Purpose/Description:

(Predictive tests will be used to evaluate teacher performance)

Acuity[®] Predictive Assessments forecast student performance on your state exam *in a timeframe and format that allow you to impact learning* for each student in your classroom.

Acuity comprises up to three 35- to 40-point scaled predictive assessments that reflect your state's accountability exam in terms of structure and item type. All three assessments are designed to be administered in a single school year and each Acuity Predictive Assessment is developmentally appropriate for the time of year in which it is administered. The assessments become more challenging from Form A to B to C to more accurately capture your student's understanding of important skills and concepts presented sequentially throughout the school year. This design supports the development of accurate predictions that indicate students' subsequent level of achievement on your state exam.

Acuity helps you target instruction and improve student learning by delivering detailed insight on student strengths and areas for additional instruction. Easy-to-use reports recommend specific actions to improve student achievement. Acuity also helps you quickly close learning gaps by assigning instructional resources directly from student assessment results.

One of the key Acuity strengths resides in its predictive information, which forecasts your students' performance on your state accountability exam. Information is presented in formats that help you chart a course to improved achievement for every student.

CTB conducts a matched comparison of student data from Acuity Predictive Assessments in the baseline year to their results on that year's state accountability exam. By analyzing the relationship between these two assessments, CTB is able to develop predictions that indicate how each of your students is expected to perform on their next state accountability exam.

CTB also uses baseline data to develop a common scale within and across grade levels. This scale allows you to follow your students' longitudinal progress (student progress over time). For example, the same scale is used from Grade 3 Predictive A to Grade 8 Predictive C, so you can track how a student progresses each time he or she takes an Acuity Predictive Assessment.

About Acuity Diagnostic Assessments

Teachers can uncover student understanding of important content with pre-built Acuity Diagnostic Assessments for each grade level. With Acuity Diagnostic Assessments, students are measured at a deeper level than the topmost standards level. Educators will gain a deeper understanding of which skills are most and least understood by students.

Online assessment reports are available within minutes at the student and class levels, allowing you to quickly adjust instruction based on student results at various levels.

Acuity Diagnostic Assessments help you:

- **Assess** what is taught, when it is taught
- **Administer** assessments and get immediate classroom results
- **Know** which concepts are most and least understood in your classrooms
- **Adjust** instruction quickly based on near real-time online reports

Diagnostic reports provide a deep understanding of student strengths and areas for improvement.

ACUITY Predictive Assessments (ELA and Math)

| Testing Administration | Administration Dates | Grade/s |
|-----------------------------|----------------------|------------|
| Predictive A (ELA and Math) | 9/24 - 10/5 | Grades 3-8 |
| Predictive C (ELA and Math) | 5/13 - 5/24 | Grades 3-8 |

**Predictive tests will be used to evaluate teachers*

ACUITY Diagnostics Assessments (ELA and Math)

| Testing Administration | Administration Dates | Grade/s |
|---------------------------|----------------------|------------|
| Diagnostic 1 (ELA & Math) | Begin 11/5 | Grades 3-8 |
| Diagnostic 2 (ELA & Math) | Begin 1/14 | Grades 3-8 |
| Diagnostic 3 (ELA & Math) | Begin 3/25 | Grades 3-8 |
| Diagnostic 4 (ELA & Math) | Begin 5/27 | Grades 3-8 |

**Diagnostic tests will be used for instructional purposes*

Dynamic Indicators of Basic Early Literacy Skills

DIBELS are a set of standardized, individually administered measure of early literacy development. They are designed to be short (one minute) fluency measure used to regularly monitor the development of pre-reading and early reading skills in students in Grades K-2.

The measures developed upon the essential early literacy domains report to assess student development of phonological awareness, alphabetic understanding, and automaticity and fluency with the code. Each measure demonstrates to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected. The results can be utilized to evaluate the individual student development as well as provide grade-level feedback toward validated instructional objectives.

DIBELS assesses students' abilities in the following:

- **Initial Sounds Fluency**
- **Letter Naming Fluency**
- **Phoneme Segmentation Fluency**
- **Nonsense Word Fluency**
- **Oral Reading Fluency**
- **Retell Fluency**
- **Word Use Fluency**

To learn more about DIBELS please visit: <http://dibels.uoregon.edu/index.php>

DIBELS TESTING ADMINISTRATION DATES FOR 2010-2011 (GRADES K-2)

| TESTING PERIOD | DATES | MAKE UP DATES | PROGRESS-MONITORING DATES |
|-----------------------|--------------------------|----------------------|--|
| Fall 2012 | Sept 17 - Sept 21 | TBD | Begin on or about October 22nd |
| Winter 2012 | Jan 14 - Jan 18 | TBD | Begin on or about March 4th |
| Spring 2013 | June 3 - June 7 | TBD | NA |

**Progress monitoring is intended for students scoring at strategic/intensive intervention levels in reading. Teachers must monitor progress of these students every six weeks.*

Running Records

A running record is a method of assessing reading that can be accomplished quickly and frequently. It is individually conducted and provides data on a student's oral reading behaviors. Running records can be used to document reading progress over time, help teachers decide what students need to learn, and match students to appropriate books. In the Teacher Resource Packet, you will find the Fountas & Pinnell Text Gradient Levels (that have been adjusted to meet the New York State Assessment Standards) and independent reading progress tracking sheets intended to guide your assessment work with students.

Readers should be formally assessed more than three times a year (lower level more frequently than higher-level students should) even though data will be formally collected three times a year. In some cases, maybe more.

CSEE Benchmark Reading Levels (Fountas & Pinnell)

| Stage | Grade Level | Guided Reading |
|--------------|-----------------------|-----------------|
| Emergent | Kindergarten | A B C |
| Early | 1 st Grade | C D E F G H I J |
| Transitional | 2 nd Grade | J K L M N |
| Fluent | 3 rd Grade | M N O P Q |
| | 4 th Grade | Q R S T U |
| | 5 th Grade | U V W X Y |
| | 6 th Grade | W X Y Z |

New York State Assessments

Elementary and Intermediate-Level students are expected to take a series of state examinations in grades 3-8. These exams include the New York State Elementary and Intermediate Assessments in English Language Arts, Mathematics, NYSESLAT (for ELLs) and Science for Grades 4 and 8. ****New testing specifications from SED have been inserted on the following page of this handbook.***

NYS Curriculum Standards can be accessed at: <http://www.emsc.nysed.gov/ciai/ls.html>

Dates of Elementary and Intermediate State Assessments are posted on: <http://www.emsc.nysed.gov/osa/sched.html>

Sample Preparation Exams:

- ELA Sample Tests and information:
<http://www.emsc.nysed.gov/osa/elintela.html>
- Mathematics Sample Tests and information:
<http://www.emsc.nysed.gov/osa/elintmath.html>
- Science Sample Tests and information:
<http://www.emsc.nysed.gov/osa/elintsci.html>
- Social Studies Sample Tests and information:
<http://www.emsc.nysed.gov/osa/elintsoPPC.html>
- NYSESLAT testing information:
<http://www.emsc.nysed.gov/osa/nyseslat/home.shtml>

Teachers are expected to stay abreast and informed about all elementary school testing dates and scoring information related to their grade level. The principal will communicate timely testing information and SED updates as they become available.

****See New York State Elementary and Intermediate Level Assessments on the next page.***



**NEW YORK STATE ELEMENTARY ASSESSMENTS
2012-2013**

| Assessments | Grade/s | Dates |
|---|----------------|---|
| English Language Arts | 3, 4, 5 | Tues, Apr 16-Thurs, Apr 18 |
| Mathematics | 3, 4, 5 | Wed, Apr 24-Fri, Apr 26 |
| Elementary Level Science Performance Test | 4 | Wed, May 22-Fri, May 31 |
| Elementary Level Science Written Test | 4 | Mon, June 3 |
| New York State English as a Second Language Achievement Test (NYSESLAT) | K-5 | Wed, Apr 17-Fri, May 17 (Speaking Section) |
| New York State English as a Second Language Achievement Test (NYSESLAT) | K-5 | Mon, May 6-Fri, May 17 (Listening, Reading, and Writing Section) |

These are actual scheduled testing dates for CSEE students



**NEW YORK STATE INTERMEDIATE ASSESSMENTS
2012-2013**

| Assessments | Grade/s | Dates |
|---|----------------|---|
| English Language Arts | 6, 7, 8 | Tues, Apr 16-Thurs, Apr 18 |
| Mathematics | 6, 7, 8 | Wed, Apr 24-Fri, Apr 26 |
| Elementary Level Science Performance Test | 8 | Wed, May 22-Fri, May 31 |
| Elementary Level Science Written Test | 8 | Mon, June 3 |
| New York State English as a Second Language Achievement Test (NYSESLAT) | 6-8 | Wed, Apr 17-Fri, May 17 (Speaking Section) |
| New York State English as a Second Language Achievement Test (NYSESLAT) | 6-8 | Mon, May 6-Fri, May 17 (Listening, Reading, and Writing Section) |

These are actual scheduled testing dates for CSEE students

EARLY INTERVENTION

Students are held to high expectations. Teachers are expected to monitor and assess student performance on an ongoing basis and communicate frequently with parents to keep them informed about their child's progress in school. This includes also notifying parents when students *exceed* expectations. Early identification, intervention and support are critical to determining appropriate AIS services for at-risk students. Every effort must be made by all members of the school to help all students achieve academic success.

Early Identification for AIS

Refer a student that demonstrates any type of unusual -- social, emotional, psychological, and/or dysfunctional behavior to the PPC. Any behavior that is impeding on a student's ability to perform academically and/or socially must be referred immediately so that appropriate interventions are explored.

Keep ongoing communication with school personnel (Title I, Special Education, Social Worker), including students and parents. Students at risk of failing any subject area must be identified early on. Early identification and intervention will help us best determine the services students need to provide them with additional academic support. The principal must be kept informed regularly about student performance in the classrooms.

Testing and Test Results

All school-wide administered tests are scored and the results are analyzed by statisticians to provide us with key information regarding student achievement. Hence, it is crucial that tests are administered with the highest integrity and in the optimum settings for students to do their very best. We will dedicate quality time during professional development sessions to discussing these assessments and our role in guiding our children successfully.

Diagnostic/Informal Assessments

Teachers must assess their students immediately upon entering their program early in the school year. Diagnostic assessments help teachers understand the level of skills students enter their program with and where they need to go. Testing skills and abilities early on will help teachers develop short and long-term goals and objectives for their students during the school year. This will also help determine the progress students are making in your class throughout the school year. Diagnostic assessments serve as useful self-reflective/assessment tools for teachers as well.

Classroom Assessments

Teachers are expected to explore various modes of assessments to monitor and evaluate student performance. Teachers should not limit testing to one testing format in the classroom. It is important to be mindful that all students have their own individualized learning style, therefore, should be given every opportunity to be successful. Some examples of alternative assessments are **rubrics; portfolios; anecdotal records; observations; performance-based tasks (using manipulatives, experiments, hands on); checklists and inventories; written essays; cooperative and individualized projects; written reports; presentations; student self-evaluations; peer-peer evaluations; formal and informal tests; multiple choice; and tests simulating state exams.**

The development of effective test taking strategies and good study habits are skills we aim to strengthen in children as early as possible. A wealth of information regarding teaching these types of skills to students can be found on websites and professional journals. Teachers should explore and carefully review the test items/questions presented on the NYS Elementary Assessments (ELA, Mathematics, and Science) to familiarize students with the test formats of state exams. Once teachers have determined the skill students need to learn, activities must be developed that routinely practice and promote the development of these skills. Periodically simulate actual standardized assessment

environments in the classroom and time tests/quizzes to familiarize students with testing formats and test time requirements.

Specialty area (out of classroom) teachers are responsible for the assessment of all their students. Students are to be assessed based on performance, not behavior. In conjunction with the classroom teacher, these assessments will drive students' cumulative grades.

COMMUNICATING WITH PARENTS

Meeting with Parents

Teachers are expected to meet with parents to discuss the academic and social progress of students whenever possible. These conferences should point out the specific strengths and weaknesses of the student. Teachers may provide the school's telephone number as the contact number for parents to reach them (**914-476-5070 Ext. 0**). All phone messages left for teachers from parents will be forwarded to the teacher in writing. If a teacher arranges to meet with parents, appropriate meeting times are before classes begin, after school or during PREP periods. Do not arrange for parents to meet with you during class time (standing outside of the classroom talking with parents interferes with the appropriate supervision of students in the class).

When parents or visitors arrive at the school they will be instructed to ***sign in at the reception desk, show photo identification, and obtain a visitor's pass.*** If anyone (parent or other visitor) arrives to your class, check for a visitor's pass. This will indicate if an individual was screened at the door and if appropriate procedures to enter the building. If not, please send them to the reception desk to announce their visit and obtain a visitor's pass.

Always keep classroom doors open when meeting with parents so there is visibility and accessibility to you at all times. If at any time during a meeting with parent becomes heated or a situation arises where a teacher feels threatened by someone/parent, maintain professionalism and **end the meeting immediately.**

Scenario: "I see you are upset. I am going to end the meeting now and perhaps we could discuss this with the principal or make arrangements to meet again when you are calmer".

If a teacher suspects a meeting may become heated, before the parent arrives to school, request that an administrator be present at the meeting. **Never meet with an irate parent alone.**

If a parent comes to the building unannounced to meet with a teacher and it is during a time a teacher is not available, the parent will be asked to fill out an **Appointment Request Form** that are available at the reception desk. These requests will be forwarded to teachers for their immediate follow up.

Parent Teacher Conferences (Fall/Spring)

Teachers will be provided with **Parent Sign-In Sheets** that must be returned at sign out. In the event that a teacher is unable to attend a mandatory evening parent meeting, timely notice must be given to the building principal so that parents are notified and arrangements are made to accommodate parents at another time. See "**Things to Do Checklist**" for preparing for Parent Teacher Conferences.

Preparation Checklist for Parent/Teacher Conferences:

- Update all bulletin boards and student displayed work around the room (inside and outside of the class). There should be no bare bulletin board in the school.
- Organize and tidy up your rooms and make them attractive to parents and guests.
- Have the **classroom homework notebook** accessible for all parents to review
- Update and organize all **student folders**. Folders should contain tests, quizzes, projects and writing samples. There should be evaluated work to base your comments and grades on all students.

- Have your assessment boxes updated and accessible. **Reference assessment data** with parents to show where students were, where they are and target goals for the year. Provide tips and recommendations to parents for helping and supporting instruction at home.
- Have students clean out desks and arrange their books neatly inside desks.
- Neatly organize and arrange all books on shelves and cubbies.
- Grade books and attendance records should be up to date. Discuss excessive lateness to school, absences and our uniform policy with parents if there is a pattern of non-compliance with any of these.
- Behavior anecdotes should be available and updated to discuss dates and times of incidences. Keep copies of all contacts and have home contact logs to show the number of communications you have had with parents prior to you informing them of a problem that evening. Keeping parents updated on their children's progress on an ongoing basis avoids parents being surprised before report cards are distributed.
- Post a **Welcome Sign** with your name and classroom # on the door and on the blackboard.
- Set up a few chairs outside of your classroom. Prepare a guest table with a sign in sheet and cookies/snacks (optional). If there are documents you would like to put out for parents to read, feel free to put these items outside of your classroom on your welcome table. Prepare any information that is important enough for parents to know (grading policy, future trips, necessary tools for learning, school newsletters, parent tips, etc.).

Begin a meeting with a parent praising the strengths a child demonstrates (stress the positives by praising virtues and accomplishments first). Discuss ways parents can help their children improve in weak areas. For every concern offered, provide recommendations/tips for parents to support their child's social and academic development at home.

Staff must dress professionally to meet with parents. This is especially important on days that you know that you will be meeting with parents.

STUDENT DISCIPLINE

Become familiar with CSEE's **Code of Conduct** so that enforcement of rules is standard and consistent across the entire school. Enforce rules and impose consequences. We expect all school personnel to help support school policies so that all students and teachers are able to enjoy a safe and secure environment for teaching and learning. All efforts must be made by all staff to keep incidences to a minimum.

Ladder of Referral for Discipline:

1. **Classroom Level (teacher, student, parent)**
2. **Support Staff Personnel (Social Worker, PPC, psychologist, nurse, etc.)**
3. **Assistant Principal**
4. **Principal**

Depending on the nature of a situation, **teachers must first try to handle discipline in their classrooms before students are referred to the administration.** Meet first with students privately and if necessary meet with parents if behavior does not improve. See ladder of referral above for following the appropriate steps before reporting incidents to the administration.

Teachers set the tone

Teachers must establish and communicate acceptable classroom rules and behavior early on by being firm, fair, and consistent from September to June. Routines that are established early and are consistent are the most successful. It is expected that teachers make every effort to first handle discipline at the classroom level and make contacts with parents to try to remediate disciplinary

problems. In the event that a teacher is not able to control a situation, the matter must be referred to the principal.

Depending on the seriousness and nature of a situation, **teachers must first try to handle discipline in their classrooms before students are referred to the administration.** Meet first with students privately and if necessary meet with parents if behavior does not improve. Parents may be requested to shadow their child for part of a day or full day as part of a students' behavior management plan. The principal must approve all parent visits to a classroom and requests must be submitted in writing to the principal at least 24 hours before parents are notified to report to school and/or a classroom.

Supervision of Students

To ensure student safety and minimize mishaps in and around the school building, teachers are expected to lead their classes to and from all out-of-classroom activities. These activities include picking classes up at their designated line up area in the morning, any recess activity, escorting students to and from meals, playground, and during dismissal. Classes are **never** to be permitted to walk around the building without a teacher or attending staff. Teachers may never leave a classroom and/or student/s unsupervised in any area of the building without proper adult supervision. If a teacher needs to leave his/her classroom for any reason at any time, coverage must be arranged.

Student Fights

This can create a potentially dangerous situation for teachers and other students. If a violent situation erupts in your classroom, remain calm; keep other students away from the situation and request assistance in having a student/s removed from the classroom immediately. The principal must be notified immediately of any serious disciplinary infraction committed by a student. Students who fight and create an unsafe situation for others will be suspended from school. Any physical assault violation will be dealt with serious consequences.

Classroom Management/Behavior Modification

Behavior modification through positive reinforcement to manage and control student discipline is encouraged at CSEE. Suspensions will be considered **only** for serious disciplinary infractions. For manageable misbehavior problems, alternatives to suspension will be considered (time out, conduct sheets, parent visits to class, etc.). All factors are taken into consideration when determining appropriate measures for disciplinary consequences for students. This includes a student's medical and psychological history, and IEP recommendations (if applicable).

Before referring students for administrative intervention have you tried the following...?

- *Controlling the situation in the classroom?*
- *Talking with the student privately to discuss ways to rectify the problem?*
- *Contacting the home in writing and by phone?*
- *Meeting with the parents?*
- *Inviting the parent to sit in and observe his/her child's behavior in class?*
- *Consulting with any members of the school based support team and/or other support staff?*
- *If you suspect any student in your class may be a victim of child abuse, report this immediately to the principal. Teachers must consult first with the building principal before calling CPS or any other child/state protection agency.*

Access to Lavatory

Do not refuse access to the lavatory for students unless your professional judgment advises you against it. If a student shows a pattern of requesting to utilize the lavatory too frequently, this may be an indication of a physical problem that must be reported to the parents for further medical follow up. Notify the school nurse or school social worker of any suspected medical concerns regarding a student.

Students requiring the use of the lavatory may go one at a time. **The time a student spends out of class for lavatory purposes must be reasonable.**

Removing Students from Class

Do not throw students out of class as a means of punishment. If a student becomes disruptive and/or creates a disturbance/situation that endangers a teacher's safety and that of others, request the assistance of an administrator or school security to have the student escorted out of the classroom. If a student is removed from class because of misbehavior and/or incident, the teacher must complete a **Student Referral / Incident Report** form (**See Teacher Resource Packet**) and forward it immediately to the principal or other assigned administrator for follow up.

Students are never to be sent out of a classroom for disciplinary reasons without adult escort. In some cases, it is appropriate to give a student time out in another classroom with another teacher. However, extended time away from instruction for any student is **strongly discouraged**. Any time a student is given 'time out' in another classroom; the teacher must note it in the anecdotal record book. If there is a **serious disciplinary problem** with a student in your class, please refer the matter to the administration immediately.

Calling the Police

Do not call the police to report a student incident inside the building. Any serious incident must first be reported to the principal. **ONLY** the building principal determines the decision of when and why authorities are called into the building.

Corporal Punishment

Avoid all forms of corporal punishment. Do not isolate students or leave them unsupervised at any time. Never request that a student write repetitive statements (100 times) or stand in a corner for extended periods of time as a means of punishment. At no time is any staff member to hit, push, hold, shove or grab a student for any reason. These actions are considered corporal punishment and will not be tolerated by any staff member. **Corporal punishment is a crime.**

STUDENT ATTENDANCE PROCEDURES

Accountability for Student Attendance

Attendance must be submitted electronically on the PowerSchool system by 9:00 a.m. every day. It is very important that teachers update attendance as late students arrive to their class. **It is imperative that attendance information be accurate and updated.** New teachers may request assistance with the attendance process from the Data, Assessment and Compliance Coordinator.

When a student is absent from school, he/she must bring a note from the parent upon returning to school. If a student is absent three consecutive days or more for illness, the student is expected to submit a doctor's note for clearance to return to school. If you observe a pattern of absences or tardies to school, contact the parent to discuss the matter and refer matter to the social worker if improvement is not observed. **Send all absent notes sent by parents to the Administrative Assistant.**

Late Students

No student will be admitted late to classes without an authorized **LATE PASS**. If a student arrives late to class without a late pass, send the student to the reception desk to obtain a pass to return to your class. Adjust attendance from "ABSENT" to "LATE".

Consequences for Habitual Lateness

If a student demonstrates habitual lateness to school, a parent conference is **mandatory** with the teacher. After a parent has received **three warning letters** for lateness from a teacher, the matter

must be reported to the school's social worker for follow up. Teachers are expected to track attendance and lateness and follow up appropriately by calling and meeting with parents. Ignoring extended absences and habitual tardiness will further exasperate the problem. **Parent Form Letters** (warning notices) are available in the principal's office for teachers' convenience. **It is the responsibility of the classroom teacher to alert the social worker or administrators when a student has been late or absent excessively.**

STUDENT ACTIVITIES

Teachers and students will be notified of upcoming events and activities and are encouraged to participate during and after school hours. Although not mandatory, teachers should attend some evening school activities throughout the year to show an interest in the students and the community. Your visibility at events promotes school-home relationships.

Parents must provide written consent for a student to participate in any after school, extra-curricular activity or field trip. Phone and verbal consent from parents will not be accepted. **Students will not be permitted to and may not participate in any after school activity without written permission from a parent or legal guardian.** All permission slips must be secured until the end of the school year. **After School, Saturday Programs, Support Programs/Tutoring**, etc. must be authorized and approved by the CSEE Board of Trustees.

Additional instructional programs are contingent upon funding, budget, and board approval. Job opportunities for teachers interested in teaching after school and summer programs will be posted. To be considered for a position, applications must be received by the application's deadline date. Typically, teachers are selected based on seniority, experience in a particular grade level or expertise in a subject area.

Parties & Celebrations

The principal must authorize all parties and celebrations. Recommended time for all parties and celebrations is **3:15 p.m.** Principal must approve all class celebrations and locations before teachers plan this type of activity in the school or classroom.

Learning Experiences/Field Trips

Class trips are encouraged. Field trips must be meaningful educational learning experiences. When planning a field trip, discuss with the students the purpose of the activity and how it relates to what they are learning. Activities must be assigned to students to follow up on what students learned and gained from the experience. Teachers must inform the building principal of any field trip plans prior to making final arrangements. Principal must approve all trips, destination, date, etc. **Field Trip Request Forms** MUST be completed and submitted for approval by the building principal two weeks prior to the event.

Any transportation costs and/or securing trip admission fees from parents are the responsibility of the classroom teacher. Teachers are encouraged to enlist the support of parents as chaperones for the proper supervision of students on a trip. ***Required: 1 chaperone per 8 students.**

I encourage class fundraisers to raise money for transportation and other trip related costs to ensure that all students are able to participate in field trips regardless of cost.

Field Trip Reminders:

- **Notify the Kitchen.** Inform the kitchen staff in writing as far in advance as possible (at least two weeks) of a scheduled field trip to ensure they an accurate count of meals needed for the day.

- **Bagged Lunches.** Inform the kitchen and business office if your students will require **bagged lunches** at least one week prior to a scheduled trip. Arrangements for bagged lunches must be made beforehand. Provide an exact number of lunches needed (if applicable).
- **Attendance** must be taken prior to departure and a list of all participating and non-participating students must be forwarded to the principal's office and DAC office for accountability.
- **Parent Consent.** Timely notification to parents is critical. Students must return a signed consent slip by a parent or legal guardian to be permitted to attend any class trip and/or out-of-building/school activity. **No Exceptions** will be made for any student failing to return a signed permission slip from a parent and/or guardian. **Permission by telephone will not be honored.**

Trip Approvals

The principal approves field trips/learning experiences based on how the trip relates to the curriculum and themes of study in your program. Teachers must complete a **Field Trip Request Form** before sending permission slips home to parents. The parent permission letter must include destination, date, time of departure and arrival time to school, as well as any other pertinent information. If a field trip requires transportation, please make arrangements timely. Teachers must arrange for students not attending trips beforehand. **Do not exclude students** from a trip until it has been discussed with the principal. If there is a need for parent supervision on the trip, arrangements will be made with the parent beforehand. ****Field trip requests will be denied during critical testing periods.***

Grade/Class Fundraisers

All grade levels are expected to participate in ongoing fundraisers to raise money for field trips, transportation, student activities, grade events, etc. Bake, candy, and snack sales are a wonderful and profitable way of raising money quickly for upcoming events. Fundraisers must be approved by the principal and must be scheduled accordingly to lunch periods and dismissal times. Fundraisers should be initiated immediately in the fall and should be ongoing all year.

Cross-Grade Literacy Partners

Grades 4-8 are encouraged to collaborate with Grades K-3 to set up Literacy Partnerships (older students reading and writing with the early childhood students). This must be a structured activity where specific times every week or month are scheduled into the school's master schedule. This activity must not exceed 50 minutes and must be suspended during of weeks when testing grades are students for New York State Assessments. Schedules for these activities must be submitted to the Principal no later than **September 28, 2012**. Literacy Partners should begin in early **October 2012**.

Assembly Programs

All assemblies, school productions and presentations will be posted, announced and communicated in a timely manner to all staff. Teachers are to escort their students to the location of a presentation and remain with their classes at all times unless a prep teacher is assigned at that time to cover the class. Attendance must be taken. Students are expected to behave appropriately during speaking presentations and performances. Teachers are responsible for supervising their classes and maintaining discipline and order during these events. Presentations will begin on time; therefore, classes must report to all scheduled events **on time.**

• **STAR STUDENTS OF THE MONTH**

Every month one student in every class will be nominated **Star Student of the Month** and his/her name will be displayed on the special Star Student bulletin board in the school. Students will receive awards and certificates that will be presented at monthly grade level assemblies.

- **VIRTUOUS STUDENTS OF THE MONTH**

The Core Virtues Program is a practical character education program that promotes basic moral, civic and intellectual virtues on the Kindergarten to 8th grade level. It is a literature based program that seeks to help children to fall in love with the idea of "being good" as well as cultivate their vocabulary of virtue. This program emphasizes the core virtues of respect, responsibility, diligence, gratitude, generosity, courage, loyalty, compassion and forgiveness each month.

Criteria for "Virtuous Student of the Month" --- a student who has exemplified the Core Virtue of the month. The selected student should have demonstrated outstanding qualities, as well as having good attendance/punctuality to school and discipline. The selection is also based on how well students interact and socialize with others during recess and after school activities that carries out the monthly theme.

CSEE's Guidelines for Success compliments the Code of Conduct and the virtues we instill in our students.

RESPONSIBILITIES & EXPECTATIONS OF TEACHERS

Professional Deportment

As professionals, we must be cognizant about the manner in which we present ourselves and approach our students, parents and colleagues. Professionals are prompt, organized, and dress appropriately for business. It is expected that all staff at CSEE maintain a respectful, collegial attitude with members of staff, administrators, parents, and students.

Professional Attire

Appropriate professional attire discourages tank tops, mini-skirts, low cut shirts/blouses, shorts, sweatshirts and pants, jeans and promotional t-shirts. Teachers may wear open-toe shoes (sandals) in warm weather; however, flip-flops are **strongly discouraged**. *On scheduled Parent Conference days, it is expect that staff report to work dressed in professional attire.

Agree to Disagree

As a member of a team, administrators and teachers will not always agree. However, as professionals we understand that we can and have the right to agree to disagree from some to time. If a teacher has any objection to an administrative decision that has been made regarding any school or student issue, policy or procedure, it is suggested that disputed matters be discussed with the principal privately. All school matters are to be dealt with professionally at all times. It is important that teachers and administrators maintain respectful attitudes and professional courtesy with each other at all times. It is equally important that staff treat all coworkers with respect and in a dignified manner.

Inappropriate Use of Work Time

This pertains to any activity that is performed during work hours that do not pertain to work related tasks. Cell phone use; computers for personal purposes; eating/sleeping on the job while working with students; engaging in selling on school property; leaving work to tend to personal hours during work time; and any other activity that is unrelated to school business during work hours is deemed inappropriate use of work time.

These activities include but are not limited to:

- **Cell Phone Use (calling, receiving calls, texting, etc).** Cell phones are not to be used in the classroom and are restricted to private staff areas, i.e., staff lounge, outside of the building, or an unoccupied classroom or office. Keep cell phones on silent during instructional time and do not use them when students are present. The same restrictions apply to text messaging during work hours and in the presence of students.

- **Restricted Internet Usage during Work Hours.** Using restricted Internet websites to Instant Message, Twitter, blog, etc. is a violation of work ethics. Engaging in any type of Internet activity that does not pertain to work related tasks like business related emails, research, etc. is inappropriate use of work time and can lead to the immediate dismissal of staff.

Teacher Attendance

Attendance and punctuality is a significant part of modeling our expectations to students. Continuity of instruction is critical to student success and achievement. Therefore, be mindful that your attendance to work may affect the overall performance of your students. Upon returning from an absence, teachers will have to complete a **Staff Absence Report** indicating date/s and reason/s for absence. This form will be forwarded to the principal for approval. If a teacher knows that he/she will be absent, this form must be completed ahead of time.

Taking personal time off from work before and following a holiday and absences on a Friday and Monday is strongly discouraged. Patterns of excessive tardies and absences to work will negatively reflect on the year-end performance evaluation and could be used to determine continued/discontinued employment in the school.

Reporting an Absence

Teachers are required to contact the school to report an absence no later than **7:00 a.m.** If no one is available in the office to take your call, please leave the following message in a clear and steady voice:

- ❖ *state your name and the date/s of your absence*
- ❖ *Indicate the reason/s for your absence from work (sick, personal, family, professional day, jury duty, and bereavement.).*

For example: *This is Mr. Smith. I will be out today, September 1st. I am taking a --- day.*

The telephone number to report an absence is **914-476-5070 Ext. 0** (Reception Desk). Do not call anyone else or dial another extension to report an absence.

In the phone message, do not forget to state the reason for your absence:

1. **Sick**
2. **Personal**
3. **Bereavement**
4. **Jury Duty**

If you know you are going to be absent, complete and submit an **Employee Absence Report Form** to the Business Office. This is to be done each time an employee is out one or more days. This form must also be completed and submitted when requesting to **leave work early** or take off a half-day of work. This is a requirement. **All teacher attendance and payroll forms are located in the Business Office.**

Faculty Meetings

Each month ALL instructional staff is required to stay for a mandatory faculty meeting. These meetings are usually scheduled on the **third Monday of every month** promptly at **4:15 p.m.** The principal may call additional faculty meetings if important information needs to be discussed with the staff. Additional meetings are called only when necessary in one month. Attendance is taken at faculty meetings. Teachers will be notified beforehand of any date change, times and locations of meetings. **Do not schedule doctor appointments or any other appointments during scheduled Faculty Conferences.**

A calendar of faculty meetings for the 2012-2013 school year is contained in the Teacher Resource Packet provided to staff in August 2012. To be excused from a faculty meeting, a teacher must

submit an explanation in writing to the principal. If a staff member is registered in a college course and has afternoon classes, please inform the professor of the course that once a month on a Monday you will arrive to class a few minutes late. **There is mandatory attendance expected at faculty meetings every month for ALL instructional staff.**

Confidentiality of Students

Teachers must be cognizant of discussions that are conducted about students in public areas at earshot of other students, parents, etc. Keep confidential matters about students private and if it is necessary to discuss a matter about any student, teachers are expected to do so **privately**. It is important to maintain the privacy and integrity of our CSEE students and their families at all times.

Leaving the Building during Work Hours

Teachers must sign out at the reception desk when leaving the building during work hours. In the event there is an emergency in the building, it becomes a matter of life and death to know the whereabouts of all of our staff members. Teachers leaving the building during PREP, lunch periods, or conference outside of the school, must sign out and sign back in upon returning to the building.

If an emergency arises and a teacher needs to leave work, notify the principal or his/her designee. Do not leave the building without notifying the appropriate personnel first. Notification is needed for purposes of arranging class coverage if necessary.

If a teacher requires time off for personal reasons at any time, he/she must file a pink slip notice 2 weeks prior to the date/s requested for approval by the principal.

Planning Lessons

Good planning is important for professional organization and accountability for teachers. Lesson plans may be reviewed and discussed at grade team meetings or may be requested at another time. It is expected that a teacher's plan book be accessible on the desk during a walkthrough or formal observation.

The preferred and recommended format for planning lessons is writing a brief description of the daily plan in a teacher's lesson plan book. In the weekly plans, there should be evidence of the following:

- **the lesson's objective/s**
- **a listing of all target skills**
- **essential questions that trigger critical thinking skills (See Bloom's Taxonomy)**
- **materials utilized in the lesson (books/pages, resources, handout titles, etc.)**
- **description of student activities**
- **differentiated activities for varied abilities**
- **homework (in class homework book)**
- **a list of key terms and/or vocabulary**
- **a copy of the weekly class exams (if applicable)**

A template has been developed for **formal observation lessons**. For formal observations, teachers will be expected to submit a lesson outline prior to their scheduled observation for review.

Integrating Technology

Technology and the development of computer literacy skills should be integrated into all discipline areas. Assign projects and writing assignments that require the use of computers whenever possible. Students should be encouraged to utilize kid-friendly search engines and safe educational websites intended for research. Word processing programs should be used to enhance writing skills. Smartboards (if available) are to be utilized regularly as a valuable tool for instruction. Teachers are to explore educationally challenging and enriching websites to supplement instruction in the

classrooms using Interactive Smart Boards. Smart Boards must be adequately utilized throughout the school year. Teachers with Smart Boards will be expected to identify how they are incorporating technology into daily instruction.

Teachers in Grades 3-8 are encouraged to utilize the Acuity Predictive Assessment website to create targeted assignments. Students will be expected to utilize the website to complete online assignments and tests that are designed and tailored specifically to their needs as determined by assessment results on New York State and other assessments. To show accountability for the use of these technologies, teachers will keep journals noting the frequency of use and purpose. These journals will be discussed and possibly reviewed at grade team meetings with an administrator.

Note-Taking

Students should not be limited to copying information produced only by the teacher from the whiteboard. Students need to learn and practice note-taking skills in preparation for secondary education. We want the students at CSEE to leave us adequately prepared for the challenges of rigorous middle and high school curriculum. Students should be practicing note-taking skills during ELA instruction, as these are skills that are required for students taking New York State Assessments in Grades 3-8.

Be cognizant of the fact that some students require accommodations when copying from the board. Limit students copying off the board. Instructional time is maximized when students formulate their own notes.

Cursive Writing

It is required that teachers begin instructing students in cursive writing by Grade 3. This can be accomplished through mini lessons on handwriting/script. Use cursive writing as often as possible on charts and when modeling on the whiteboard. Display classroom alphabet in cursive penmanship. Students in Grade 3 and up should not be printing all of the time. By the end of the third grade, students should be fluent in cursive writing. Encourage students to write legibly and neatly and emphasize the importance of good penmanship.

Buddy Teachers

Teachers may pick or may be assigned a buddy for the year. The purpose of the buddy system is to offer support to a new teacher who is just learning his/her way around the school and becoming familiar with school procedures and expectations. New teachers are responsible to seek the advice and guidance of their buddies and periodically request to visit classrooms to observe lessons presented by more experienced and seasoned teachers. ***New teachers should observe classroom management styles; approaches to instruction; techniques for good planning and managing time, and any other instructional aspects of best practices that only an effective and experienced teacher can offer a new teacher.***

Support is also provided to give new teachers every opportunity to develop their teaching and classroom management skills and become familiar and comfortable in their new school setting by the principal, staff developers, other colleagues, and administrative personnel.

Assigning Classroom Buddies (Students)

Assign Classroom Buddies in Grades 4-8 to take notes and gather handouts and other important class information during a buddy's absence. Folders will be provided to all teachers to facilitate this procedure. Documents for absent students must be placed in these folders and stored in the classroom. Upon a student's return to school after an absence, the missed work will be available for students to make up. In the event of a suspension, teachers will be requested to prepare work for the student within 24 hours so they have work to complete during their suspension period.

Professional Development

All teachers will participate in ongoing meaningful professional development to keep up with current educational trends. The building principal must approve all out-of-building teacher trainings and/or conferences before arrangements are made to attend. If a teacher is interested in attending an out of school conference, timely requests must be submitted in writing with a copy of the conference's description so that approvals, required signatures, and arrangements for program coverage are made beforehand.

CSEE offers a menu of Professional Development opportunities. Administrators, consultants, mentors and teachers work directly in the classrooms throughout the school day. This modeling, co-teaching, conferring, inter-visitations, common planning, assessing, observing, and study group participation is extremely effective in providing teachers with the support necessary to learn new programs, develop expertise in teaching, individualize instruction and develop and use assessment effectively.

CSEE Teacher Coaching Days

CSEE will participate in half-day coaching days that were specifically designed for teachers to benefit from extended and more individualized PD time during work hours. On coaching days, students will be dismissed at 12:00 p.m. and teachers will be scheduled to attend specific meetings where they will work as either a whole group or grade level team to learn and discuss best teaching and researched based practices. Information about NEW coaching days and a calendar will be distributed to all staff.

Recognition of all National/School Themes

The school will celebrate important themes that include recognizing Hispanic, African American and National Women's History Months. **Hispanic Heritage Month** is celebrated **September 15-October 15**. **African American History Month** is celebrated the month of February. **National Women's History Month** is celebrated the month of March. Teachers are encouraged to assign projects that relate to these themes as an extension project as long as the projects are geared to authentic and creative student generated reports derived from their researches. It is important that we celebrate and recognize the contributions of all cultures in our diverse society.

Extension Projects

As a way to extend lessons and students' knowledge of content in all of the major subject areas, teachers must assign extension projects that students are expected to complete independently as part of their academic coursework. ALL students in **GRADES 4-8** must complete extension projects that will help them to develop their research and presentation skills. This will help students learn to find, organize, and summarize facts and information on their own. Interdisciplinary projects are encouraged.

Grades 4-8 Students:

- All students in Grades 4-8 must be assigned a minimum of one extension project in each of the curricular areas of ***English Language Arts, Mathematics, Social Studies, Science*** and ***Health***. Teachers must submit an **Extension Project Description Form** for all projects to the Principal by **September 28, 2012**.

****Schedule project due dates so that they do not conflict with New York State Assessments.***

Projects must be relevant to topics covered in class and skills that are aligned to New York State Standards and Assessments. **Beware of assignments that encourage students to simply copy and paste information directly from the Internet.**

Teachers are to prepare an outline for students that provide the following when assigning projects:

- **Simple instructions (step by step)**
- **Describe how the project will be evaluated (rubrics, grading policy, etc.)**
- **A due date (and information about the consequences for submitting the project late)**

- **A parent signature page indicating parent is aware that a project has been assigned**

Distribute the instructions and have students staple their project outline into their homework notebooks. With the instructions, include a listing of any helpful websites, materials, books, references, etc. Prepare a letter that parents must sign and return indicating they have received the information regarding the project/s and the date the project is due.

Assign projects that students will find enjoyable and that are age/grade appropriate. These projects are not intended to overwhelm students and parents. Projects that are too difficult will discourage students from doing them and will defeat the purpose of making learning enjoyable. Teachers are encouraged to utilize Web Quests, Filamentality, etc. to create interesting and fun assignments. Ideas for extension projects will be discussed at grade level meetings.

Teachers are to submit Extension Project Description Forms to the principal for approval of all projects (See Teacher Resource Packet).

Tracking Textbooks & Materials (Completing a Yearly Inventory)

It is recommended that teachers do a classroom inventory of books that are distributed to students. For recording and tracking purposes, please utilize the **Student Textbook Record Form** found in the Teacher Resource Packet. **Assign students a number for their textbooks so, if necessary, we are able to identify the student responsible for any damaged or lost book/s.**

Mandarin Database Inventory

Every school must submit an end of year inventory of all textbooks, classroom libraries, furniture, and instructional materials in their classroom. This inventory is conducted through the Mandarin database. All materials have a barcode that is scanned for purposes of generating a yearly accountability report of expenditures that is submitted to the state education department. The Business Office will coordinate efforts for completing this project in the spring of every year.

Science Fair Projects

CSEE will hold its Annual **Science Fair on January 24 – January 25, 2013**. Some teachers may elect group or individual projects, and early childhood grades may elect to complete a class project. The School will elect judges to assess the quality of projects to determine the best individual and class projects throughout the school. Awards will be given for BEST INDIVIDUAL PROJECT in the early childhood grades K-3 and upper elementary grades (4-8). Awards will be determined for the classes that present BEST CLASS PROJECTS. **See Science Fair schedule on next page.**

| SCIENCE FAIR TOURS & JUDGING SCHEDULE | | |
|--|---------------------|----------------------------------|
| Class Tours: | Jan 24, 2012 | Times: 9:00 am – 10:30 am |
| Parent Class Tours (PM): | Jan 24, 2012 | Times: 2:00 pm – 3:00 pm |
| Judging (AM): | Jan 25, 2012 | Times TBA |

Science Fair Judging will be held on **Friday, January 25, 2013**. A class tour schedule will be distributed to classes before the event. **Judges for Science Fair 2013 - TBA.**

Individualized Student Goals Plans for English Language Arts and Mathematics

Utilizing testing data results and observed performance of students, teachers will plan individualized student goals to strategize approaches that align instruction specifically to meet the needs of students in academic areas targeted for mastery. Setting each goal will require

teachers to identify the goal/skills to target, determine an assessment checkpoint (date, tool, and result), and assess if goal was met or not. Intervention strategies must be identified for each goal.

- ♦ Teachers are to set goals for individual students throughout the year with a focus on student meta-cognition.
- ♦ Teachers set a goal for the students based on what they know their students can achieve academically
- ♦ Teachers guide students to set goals in their area in need of improvement and area of interest
- ♦ Teachers must ensure goals are set in all core subject areas
- ♦ Teachers are responsible for timeliness of completion of goals (hold goal conference meetings (once a month) and for helping students become independent and reflective learners. Teachers must help students show evidence that they have met their goals.
- ♦ Goals are to be published weekly or monthly as part of the celebrations of accomplishments. The manner in which grade-specific goals are published can be discussed in grade level meetings
- ♦ Teachers are responsible for supervising and monitoring students' Goal Setting Folders.

Teachers have been supplied with a **Student Goal Setting** template (see Teacher Resource Packet for forms).

Progress Monitoring

In order for teachers to gauge student progress, teachers must conduct progress-monitoring assessments appropriate to the grade level. Early childhood teachers must utilize data from DIBELS and upper elementary teachers must rely on results from the Interim Assessments and end of unit exams. Interim Assessments will help teachers determine specific deficient skills. Assignments can be created through the Princeton Review site to provide practice and reinforcement. Keep close track of progress students are making on all assessments administered throughout the school year in order to make informed decisions about most appropriate interventions for students.

Accountability for Student Attendance

Teachers must take attendance electronically by 9:00 a.m. every day. The Administrative Assistant will download this attendance onto the SIS database. It is very important that teachers update attendance as late students arrive to their class. Late slips are due to the Administrative Assistant every day by 12:00 p.m. It is recommended that teachers drop these off at lunchtime (at time designated to grade level lunch). **It is imperative that attendance information be accurate and updated.** New teachers are to request attendance training before the school year begins from the Administrative Assistant.

Assessment Box

All teachers will receive an assessment box to store all testing information and data. This box must remain in the school building (CONFIDENTIAL student information). The assessment box must contain the following:

- 1. A folder for each child containing individual testing data for all assessments that apply to his/her grade level. Example: DIBELS, Interim Assessment and ITBS tests for every student in the class**
- 2. End of Unit Tests (Journey's, Scott Foresman, IMPACT Math, Everyday Mathematics, and Core Knowledge)**
- 3. Teacher action plans and grouping charts for the class**
- 4. New York State Assessment data (previous and current year)**

Teamwork & Collaboration

Collaborating with other teachers on staff is strongly encouraged. Teachers have the flexibility to conduct collegial visits to observe other teachers. **Intervisitation** offers teachers the opportunity to observe a variety of teaching styles, strategies and approaches to delivering effective instruction and tips on classroom management techniques.

Teachers learn from observing peers and more seasoned educators. Collaboration fosters collegiality, promotes better teaching and strengthens the instructional program for students. **Articulate; share your knowledge and expertise with your colleagues! Most importantly, maintain at all times a collegial and respectful work environment so that all staff can enjoy positive and healthy working relations.** A focused inter-visitation worksheet can be provided to guide your visit. Please inform administration of your visitations and its outcomes.

Participation in Grade Level Meetings

Throughout the school year, members of every grade level will meet during a common planning times once a week to discuss grade issues, assessments, data, curriculum, and student events (**See Teacher Resource Packet for Grade Team Meeting Dates/Times**). Teachers will be asked to create an agenda or the principal, other administrator, or Victory will prepare discussion topics beforehand.

Teachers are responsible for completing and submitting a **Grade Level Meeting Summary (See Teacher Resource Packet for School Forms)** following all meetings describing the work completed and topics covered at each meeting. A calendar of grade level meetings with the Principal will distributed to all staff during Pre-Service in August 2013. Every team will be scheduled to meet with an assigned administrator (Principal, Assistant Principal and/or specialty area consultants) during Grade Team Meetings. Teachers will receive timely notifications of these meetings.

COMMUNICATIONS FROM THE SCHOOL

Mailboxes

Every staff member is assigned a mailbox that is located outside the classroom door. It is the teacher's responsibility to check their mailbox during the day for memoranda, messages, mail, etc. Non-school related items (e.g. flyers, advertisements, announcements... may not be placed in mailboxes without authorization of the principal).

Cell Network

A cell network has been created at CSEE. This allows the administration immediate access to sending information to staff via cell phone text message. To become part of the cell network plan, please submit your cell telephone number to the Data, Assessment and Compliance Coordinator.

Email

Each staff member receives a CSEE email account for business purposes. We use email to save the environment/trees and minimize the cost of purchasing paper and printing ink. The principal will create a distribution list of staff to communicate information throughout the school year. Email is a fast and effective way of reaching a larger audience while conserving paper. Confidential information and evaluations will never be emailed to any staff. Teachers are encouraged to communicate with the building administrators via email. Exceptions apply to using email for personal or confidential matters. It is important for teachers to check their email throughout the school day. If you opt to have school-related email sent to personal email accounts, please submit your email addresses to the Principal.

MEETING THE NEEDS OF SPECIAL STUDENTS

Special Education Students

If a teacher has **students with special needs** or **English Language Learners (ELLs)**, consult with the specialists who can provide helpful information and strategies that will help you work best with these students. Some students may be given extension of time during assessments or modifications may be considered for some classroom assignments and homework. Teachers with students with disabilities will be provided a copy of the student's IEP, which must be secured in a locked drawer or closet. See Confidential Student Files below.

Confidential Student Files

Teachers assigned to instruct students with IEPs will be provided with copies of the student's Individualized Educational Plan. Teacher must utilize the plan to modify instruction and follow the specifications and recommendations for teaching and assessing the student. The instructional needs of students with IEP must be strictly followed as mandated by IDEA regulations. Confidential files and IEPs must be kept in a secure (locked) location and must never leave school grounds.

Referring Students for Services

Teachers must follow the appropriate and recommended referral process to identify students in need of specialized services. These students include those who demonstrate severe behavior, emotional, and learning disabilities in class. Please see your principal for further information on the referral process and the education of these students. Teachers will be explained the process of referring students to the Pupil Personnel Committee so that appropriate intervention for students can be explored. **See Teacher Resource Packet for information and instructions on making a referral to PPC, Title I, and Special Education.**

English Language Learners (ELLs) take the NYSESLAT in the spring every year and in every grade. Teachers must familiarize themselves with the format of the exams given in their grade level and prepare lessons that will prepare students to master the content and language skills being assessed.

STAFF EVALUATIONS

♦ **Informal Observations**

Walkthrough observations are informal assessments that are intended to provide constructive feedback. Walkthroughs will be ongoing for all instructional staff. Written feedback from the Principal or other assigned administrator may be forwarded to a teacher following a visit to a classroom. An administrator may ask to meet with a teacher to discuss observations of a visit to his/her program. Teachers have been provided a Walkthrough/Informal Observation template (see Teacher Resource Packet).

♦ **Formal Observations**

Some formal observations will be scheduled and announced beforehand; however, some may be unannounced. **For new, first year teachers the pre-observation conference is mandatory.** Seasoned teachers may opt not to have a pre-observation conference. However, these conferences are encouraged for all teachers.

All teachers will be scheduled for a **post-observation conference** following a formal observation where the Principal and/or Assistant Principal will discuss the lesson's highlights and may offer recommendations that are intended to enhance teacher effectiveness within the instructional program.

Formal observations are signed by the teacher and placed in the personnel file. Teachers have been provided templates for Pre and Post Observation Conference templates. A Formal Observation template must be completed and provided to the observer prior to the observation (see Teacher Resource Packet).

*Every staff member will receive an end of year evaluation.

Criteria: Teaching performance is evaluated based on content knowledge in the subject area of instruction as well but not limited to a teacher's effectiveness and skills in delivering a lesson that shows evidence that the teacher. Some key areas that are assessed are the following:

- *Has created a positive and conducive environment for learning and students*
- *Delivers and presents instruction effectively to students and utilizes best practices and varied approaches*
- *Is able to meet the individualized needs of students*
- *Organizes and prepares interesting, engaging and challenging lessons and activities*
- *Selects appropriate learning materials that challenge the learners on a grade/age appropriate level*
- *Demonstrates effective classroom management skills*
- *Demonstrates effective questioning techniques*
- *Develops and plans lessons aligned to curriculum standards and state assessments*
- *Promotes literacy and communication skills (listening, speaking, reading and skills)*
- *Activates and promotes higher order thinking skills of students through engaging activities and questions*
- *Paces instruction effectively and in a systematic manner*
- *Engages learners in the lesson through varied approaches (interaction and participation of students in the lesson)*
- *Is able to effectively achieve the objective/s of the lesson by assessing skills learned by closing the lesson*

****NEW:** Beginning in SY 2012-2013, teachers will also be evaluated based on the level of performance their students achieve by the end of the school year. Student achievement on the Acuity and New York State Assessments will weigh on teachers' overall yearly rating. This new evaluation method is linked directly to the New York State Department of Education. There will be further discussion on this during the school year.

Teachers and TAs will receive an **End of Year Evaluation**. All evaluations must be signed and returned before signing out for the summer.

Administrative Notebook Reviews

A building administrator may collect student notebooks for review at any time during the school year. Notebooks are expected to be reflective of a rigorous curriculum and must be neat and organized. Emphasize to students that ripped pages, scribbling, drawing, etc. is not acceptable.

THE CLASSROOM ENVIRONMENT

Good housekeeping in the classroom is important for a healthy learning environment. Desks and seats arranged in the room must not interfere with student movement and visibility to reading materials. Keep your classroom clean and organized. Be mindful that we expect the best from our students. Therefore, we must model what 'best' is. An attractive, organized, and clean classroom creates a positive environment for teaching and learning.

Teachers have been provided with a ***Classroom Environment Checklist*** to guide their work in all of the areas of teaching. All rooms will be held to the expectations as listed on the checklist.

The Climate for Learning

Every effort must be made to create a positive learning environment in all classrooms through visual displays and instructional supports. Bulletin boards and hallway displays must be attractively decorated and must reflect the current theme of instruction in your program. **All displays MUST**

contain student writing. Student writing should be plentiful and included in all disciplines. Teachers have been provided with a CSEE Bulletin Board template (see Teacher Resource Packet).

All bulletin boards must have a title, the teacher's name, and class number. The NYS Standards and rubric for assessing student work are to be identified for all to see. Teachers must update bulletin board displays the first week of every month all year unless instructed otherwise.

Bulletin Boards

It is expected that all classroom teachers keep bulletin board displays updated on a monthly basis. Bulletin boards must be student-generated and must be displayed in an attractive and organized manner. Boards utilized to display exemplar tests grades inside the classroom must be updated frequently. Creating 3-D boards are strongly encouraged.

Hallway and classroom bulletin boards must be changed by the first week of every month. Bulletin boards must reflect the themes of study in the classroom. Writing activities displayed must follow the conventional writing process and the expectation for published writing to be displayed must be well written, error free, fluent, grade appropriate, and must extend more than one page (except for kindergarten).

All bulletin board displays must reflect standards-based student work and must identify the **name of the teacher, class #, task and objective, the standards and rubric for assessment.**

Classroom Centers

Teachers must create learning centers that enrich literacy, mathematics, science, social studies and other areas of student interests and needs. All centers must be labeled and abundantly supplied with engaging materials that support and reinforce learning.

Word Walls

Word walls are intended to support the development of vocabulary, writing, and build sight word vocabulary. Every classroom must have a word wall display for all major subject areas (English Language Arts, Mathematics, Social Studies and Science).

The key to a successful word wall is the word “interactive.” Interaction includes chants for the new words of the week, activities that expand students’ understanding of how words work and the use of the word wall as a primary resource to students during reading and writing. Starting your word wall with the names of your students helps build student interest and motivation not to mention all of the explicit teaching one can develop through the various names.

SAFETY PROCEDURES

Fire Drill & Evacuation Procedures

Every classroom will have an emergency exit chart describing where to proceed during an evacuation drill. Please review this frequently with students and practice these procedures periodically with your class. Inform students that every room in the building has an **exit plan** by the door and they should be aware of what to do and where to go in the event of an emergency.

All teachers must prepare and keep a **RED EMERGENCY FOLDER** on their desk containing a class roster and emergency contact information for **every student in the class**. Update information as frequently as needed. During a fire drill/emergency evacuation, etc., teachers must take this folder and must take attendance to check that every student in the class is accounted for. Upon returning to the building (following clearance), the teacher must retake attendance to ensure all students have returned safely to the school.

This folder must always be visible on the teacher's desk and must be accessible to substitutes and push-in teachers. **THIS IS VERY IMPORTANT! For further information about drills and evacuation procedures, please see the school's safety and emergency exit procedure manuals.**

END OF YEAR PROCEDURES

Teachers will receive a reminder for **end of year tasks that all teachers are required to** complete before closing out the school year and signing out for the summer. You can find a list of obligations on the pages that follow in this guide.

Transfer & Storage of Student Records

Your attendance and grade book is a legal document that the School must keep on record for a minimum of seven years. At the end of every school year before a teacher signs out, these documents are collected and stored in the school. When returning these books to the Principal, please make sure that your grade and roll books are organized in the following way:

FINAL REPORT CARD:

- ◆ Enclose all testing reports for parents into the final report card envelope.
- ◆ Write the **rubric rating** of all state assessments where indicated on the report card.
- ◆ If students have not been promoted to the next grade level and must attend mandatory summer school, please indicate **“mandatory summer school”** on the report card and write that student has been retained in --- grade.
- ◆ Complete final attendance (last marking period).
- ◆ Write in all grades for specials (music, art, physical education/health, and Spanish).

LAST DAY OF SCHOOL:

1. Follow the half-day modified lunch schedule for students
2. Distribute report cards before dismissal at 12:00 p.m.
3. Teachers take lunch from 12:00 p.m. – 1:00 p.m.
4. Teachers report to their classrooms at 1:00 p.m. for administrative classroom inspections. A check off list of end of year final obligations will be distributed to staff at the last faculty meeting of the school year.
5. Please return your roll book and grade book to the Executive Administrative Assistant before signing out for the summer on the last day of work (June 25, 2013).
6. Staff will be required to report to an exit meeting in the Multipurpose Room on June 25, 2013 prepared with their transfer materials (assessment box and other student academic documents to pass onto the next grade level teacher). Please come prepared with the documents that you need and have completed the end of year sign out procedures before leaving the building that day. Time of meeting TBA.

Please adhere to the following procedures so that the close out of this school year runs as smoothly and as organized as possible:

1. All teachers will inspect their area to make certain that all textbooks have been inventoried, collected, and properly stored. Books should be placed in labeled boxes if possible or organized neatly and covered in plastic on bookshelves to protect from damage during summer cleaning. Mark your boxes indicating your name, subject area, title and number of books contained. Discard of any items and clothing that are “lost and found” that were never claimed.

2. All computers, printers, stations must be properly covered with plastic to protect from any damage due to summer cleaning. Ensure all computers, printers, and SmartBoards are shut down/off. **Do not relocate or unplug any technology equipment.**
3. If there is a request for maintenance for any furniture or technology equipment, please complete a repair/maintenance form and forward it with all required information to the principal's office. Indicate (if applicable) things in need of repair like doorknobs, door panels; SmartBoards; shades/window blinds; windows that are fixable; broken furniture/desks/tables; locks; etc. If you are requesting the removal of any furniture or other usable classroom item, please indicate that as well. For damaged materials or furniture, request for the disposal of any unusable material/s.
4. Return all file cabinet or classroom door keys in the marked envelope and return to the Principal's Office. All school property keys must be returned at the end of every school year.
5. Return all technology equipment and software (if applicable).
6. End of year evaluations must be signed and returned to the principal's office on or before the last day of school.
7. **FINAL PAYCHECKS WILL NOT** be issued to any teacher that fails to submit the signatures required on this sheet before sign out on the last day of school **(June 25, 2013)**.

End of Year Sign-Out Procedures

See the Administrative Assistant to:

- | | |
|---|---------------|
| 1. Return all keys and software | Signed: _____ |
| 2. Return your End of Year Evaluation | Signed: _____ |
| 3. Return any report card not picked up | Signed: _____ |
| 4. Return grade book and roll book | Signed: _____ |

See the Following Staff Members for Administrative Inspections:

Grades K-4 Cindy Lopez
 Grades 5-8 Catalina Castillo

SAMPLE Classroom Checklist:

- Removed all bulletin boards, paper backing, board trims, posters, (in and out of room), door name plate
- Textbooks are organized by subject area on the bookshelves/closet
- Inventory of classroom textbooks completed
- Desk drawers and lockers are empty
- Bookshelves are neat and organized
- Books and other school materials are protected for summer cleaning
- Art supplies are stored neatly in room closet
- Chairs on tables

SAMPLE Textbook and Classroom Library Checklist

- | | |
|--|---------------------------|
| *Return of ALL Teachers' Editions and Student Textbooks | (Initials/Checked) |
| <input type="checkbox"/> Reading Textbooks/Teacher Editions | _____ |
| <input type="checkbox"/> Science Textbooks /Teacher Editions | _____ |

- Mathematics Textbooks /Teacher Editions _____
- Social Studies Textbooks /Teacher Editions _____
- Writing Program Books/Teacher Editions _____
- Music Program Books & Instruments _____
- Spanish Program _____
- Health Program _____

Principal's signature is required to confirm that all required school property and items have been secured and returned to the school.

Re-Registration of Students (year to year)

Parents must complete and return **Commitment Notices** intended for purposes of re-registering their child at CSEE year to year. Seats cannot be held for students whose parents do not register them by the application deadline. CSEE will hold a lottery in the spring and at that time; the School will admit new students to fill seats available in all grades. Distribute these notices when requested and send completed notices to the Principal's office as you collect them. Check to see that parents sign the notice before you submit to the Principal's office. If a parent signature is missing, return the notice to the student with appropriate instructions.

Surveys

- **Surveys (Teachers, Parents & Students).** As a public charter, we are responsible for providing data, feedback, and documentation that demonstrates our progress and success as a school at the end of each school year. Teachers, students and parents will be asked to complete and submit an end of year survey.
- **Accountability Report.** Eventually, at the end of five years, this report becomes the basis for our renewal application. Parent, Student and Teacher Surveys are an important aspect of our data. As a team, we need to work together to ensure 100% participation in the submission of all surveys by their due dates. We will meet prior to the distribution of all surveys to discuss their importance and to share ways to encourage full participation.

Summer Learning Packets

Summer activities for students to complete during the summer months will be distributed to all students in June. The learning packets will be adapted to meet the needs of students at each grade level. Students will be expected to submit their completed activities upon returning to school in September. More information about the summer reading lists and assignments will be discussed later in the school year.

Parents will be expected to return a signed **Summer Learning Homework Contract** before the last of school indicating that they received their child's summer homework packets.

Should a student fail to submit and/or complete their summer homework assignments, it must be noted on the first report card where indicated. Teachers must factor in the summer homework assignment as part of the overall homework grade on the report card in the first marking period (15%).

EXHIBIT 15

COMPLAINT POLICY

Application In Support of the Renewal of the Charter School of Educational Excellence

In accordance with requirements of § 2855(4) of the Education Law, any individual or group may bring a complaint to the board of trustees alleging a violation of the provisions of this article, the charter, or any other provision of law relating to the management or operation of the school. If, after presentation of the complaint to the board of trustees, the individual or group determines that the board has not adequately addressed the complaint, they may present that complaint to the Board of Regents through the State Education Department, which shall investigate and respond. The Board of Regents shall have the power and the duty to issue appropriate remedial orders to charter schools under their jurisdiction to effectuate the provisions of this section.

Although any individual or group may bring a complaint as discussed above, CSEE will establish a complaint process to expeditiously resolve matters in question at the school level. We will first encourage individuals to address any complaints directly with the teacher or other involved parties. Any individual or group may then bring a complaint directly to the principal via fax, e-mail, or voicemail. Ideally, the principal will seek to resolve the complaint promptly and courteously without the board of trustees' intervention. The initial response will be no later than five business days.

Any individual may also fax, e-mail, or voicemail a complaint directly to the board of trustees. The board will seek to resolve expeditiously the complaint and respond within 30 business days. If the individual or group is not satisfied with the response, the complaint could be presented to the Board of Regents, as discussed above.

The grievance process will be prominently displayed and included in all school and parent manuals so that any individual or group may bring a complaint to the board of trustees.

If a parent has a concern and/or complaint below please find the appropriate protocols established to address these matters. All matters of concern must be first addressed at the building level with the Principal.

Concern/Complaint Process:

1. Request a meeting to discuss any concerns first with the Principal or complete a formal complaint form that will be forwarded to the Principal for review and follow up.
2. Some concerns/complaints may require documenting. Complaint forms can be requested at the Reception Desk in the school's main lobby or from any school administrator.
3. Principal reviews complaint/ concern and contacts the parents within 48 hours. Serious concerns will be prioritized.
4. If the matter is not resolved to the satisfaction of the parent on the school level, a parent can contact Victory Education Partners at **212-786-7900**.
5. If a parent is not satisfied with the response from Victory Education Partners, a parent can bring their concern/s to the CSEE Board of Trustees by addressing a letter to **Victory Education Partners C/O Nadine Burns-Lyons, 18 West 18th Street, 9th Floor New York, NY 10011**

In efforts for building administrators to respond to any concerns, it is important that parents follow the appropriate protocol to address school-related matters.

EXHIBIT 16

TRANSPORTATION POLICY

Application In Support of the Renewal of the Charter School of Educational Excellence

The school's Transportation Policy should be included whether or not it is proposed to be amended during the next charter period. To the extent that the Transportation Policy for the next charter period differs from that now in effect, please provide evidence that the board has ratified the use of the Transportation Policy during the next charter period.

CSEE students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. The charter school will work with the school district to obtain the same transportation arrangements for its children that the district provides to all other children of nonpublic school students. If a student is not eligible for such transportation, the parent will provide transportation. The parents will notify the district of request for transportation after the lottery is held on April 1.

EXHIBIT 17
ENROLLMENT AND
RETENTION TARGETS PLAN

Application In Support of the Renewal of the Charter School of Educational Excellence

Aligned with the charter law, CSEE is committed to making good faith efforts to attract and retain students with disabilities and limited English proficient students comparable to the district of location. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including student with IEPs (Special Education Students) and English Language Learners (ELL's). CSEE will ensure that such students are welcomed and served in an effective manner. The planning team and staff of CSEE will recruit families of students who are learning English as a second language and who have special education needs.

Some of the strategies our recruitment team will employ to attract students with disabilities and ELL's include:

- Designing marketing materials that highlight the number of special education teachers on staff
- Designing marketing materials that contain a description of the special education and related services that the charter school will provide directly (inclusion model, etc.) and those that will be provided by the student's district of residence or other provider
- The special education coordinator will oversee the provision of special education programs and services
- Designing marketing materials that will describe the type of program the school will provide Special Education and ELL students
- Designing marketing materials that provide a description of how Special Education and ELL students will have equal access to all programs and services including the following: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including gifted, music, art, and technology programs; and all after school programs including athletics.

Enrollment

Aligned with the Education Law subdivision 2851(4), CSEE is committed to making good faith efforts to attract and retain an equal or greater percentage of students with disabilities when compared to the enrollment figures of Yonkers City School District. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including student with IEPs (Special Education Students). CSEE will ensure that such students are welcomed and served in a supportive and effective manner. The planning team and staff of CSEE will recruit families of students who have special education needs. Some of the strategies our recruitment team will employ to attract students with disabilities include:

- Designing marketing materials that highlight the number of special education teachers on staff
- Designing marketing materials that contain a description of the special education and related services that the charter school will provide directly (inclusion model, etc.) and those that will be provided by the student's district of residence or other provider
- Designating one individual to oversee the provision of special education programs and services

Aligned with the charter law, CSEE is committed to making good faith efforts to attract and retain an equal or greater than the enrollment of limited English proficient students of Yonkers City School District. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including students with limited English proficiency. CSEE will ensure that ELL students are welcomed and served in a supportive and effective manner. Some of the strategies our recruitment team will employ to attract students with limited English proficiency include:

- Designing marketing materials that will describe the type of program the school will provide ELL students.
- Designing marketing materials that provide a description of how ELL students will have equal access to all programs and services including the following: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including gifted, music, art, vocational, and technology programs; and all after school programs including athletics
- Designing marketing materials that highlight the number of bilingual highly qualified teachers on staff

Raising awareness of how the school will provide parental notices in multiple languages, has persons on staff who can communicate with them and how they are kept abreast of their rights and responsibilities

New York State Education Department

Application In Support of the Renewal of the Charter School of Educational Excellence

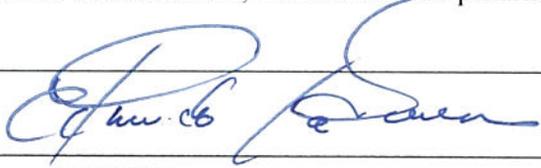
The neighborhoods in which we expect the majority of the CSEE families to reside have a significantly larger population of free and reduced-price lunch program students than the average for Yonkers City School District. With that in mind, we intend to recruit heavily in these neighborhoods.

**APPENDIX A:
APPLICATION FOR
CHARTER RENEWAL
CERTIFICATION
STATEMENT**

Appendix A: Application for Charter Renewal Certification Statement

| | |
|---|--|
| Charter School Name | Charter School of Educational Excellence |
| School Location (City/Town/Borough if NYC) | Yonkers City School District |
| Date School Opened | September 2005 |
| Charter Term History (list terms of initial and all renewal current charters) | Initial charter: 2005-2009; first renewal 2009-2013 |
| Current Enrollment | 562 |
| Charter Maximum Enrollment* | 690; K-8; Yonkers City School District |
| Charter District(s) or Region* or Community School District if NYC | Yonkers City School District |
| Charter Grade Span* | Kindergarten through eighth grade |
| Current Grades Served * | Kindergarten through eighth grade |
| District(s) Served or Community School Districts if NYC | Yonkers City School District |
| *Maximum enrollment, grade span, and district(s) or region for which the school is chartered. | |

I hereby certify that the information submitted in this Application for Charter Renewal is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Trustees; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall 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, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

| | |
|--|--|
| Signature of Chair of Board of Trustees (or designated signatory) |  |
| Date | August 14, 2012 |
| Print/Type Name | Eduardo LaGuerre |
| Title (if designated) | Board Chair, Charter School of Educational Excellence |
| Date of approval by Board of Trustees | |

New York State Education Department

Application In Support of the Renewal of the Charter School of Educational Excellence

CSEE's board of Trustees approved the charter renewal application via e-mail on August 12, 2012 in order to meet SED's due date. The application will be formally voted on at the next board meeting.

**APPENDIX B:
PERFORMANCE GOALS
EVIDENCE**

Application In Support of the Renewal of the Charter School of Educational Excellence

| Evidence of Attainment of Academic Goals during Current Charter Term | | | |
|--|---|--|---|
| Academic goal or objective | Measure used to evaluate progress toward attainment of goal or objective | Progress toward attainment of goal or objective | If not met, describe efforts to be undertaken to meet goal or objective |
| GOAL 1: All students at the school will become proficient in reading and writing of the English language. | <i>Absolute Proficiency</i> - Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above level 3 on the New York State ELA Assessment exam. | This goal has been met. For a detailed explanation please see section 1a of the school's renewal application narrative. ELA analysis begins on page 1. | |
| | <i>Comparative Proficiency</i> – Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above level 3 on the New York State ELA Assessment Exam will be greater than that of the Yonkers City School District. | | |
| | <i>Value Added to Student Learning</i> - Each year, grade-level cohorts of the school's students will reduce by one-half the gap between their baseline performance and 75 percent of students scoring at or above Level 3 on the state ELA Assessment. If a cohort's baseline performance was above the objective, the cohort will maintain or increase its performance on the next administration. | | |
| GOAL 2: All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving | <i>Absolute Proficiency</i> - Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above level 3 on the New York State mathematics Assessment exam. | This goal has been met. For a detailed explanation please see section 1a of the school's renewal application narrative. Mathematics analysis begins on page 4. | |
| | <i>Comparative Proficiency</i> – Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above level 3 on the New York State mathematics Assessment Exam will be greater than that of the Yonkers City School District. | | |
| | <i>Value Added to Student Learning</i> - Each year, grade-level cohorts of the school's students will reduce by one-half the gap between their baseline performance and 75 percent of | | |

Application In Support of the Renewal of the Charter School of Educational Excellence

| | | | |
|---|---|---|---|
| | <p>students scoring at or above Level 3 on the state mathematics Assessment. If a cohort’s baseline performance was above the objective, the cohort will maintain or increase its performance on the next administration.</p> | | |
| <p>GOAL 3: All students will demonstrate competency in the understanding and application of scientific reasoning.</p> | <p>Absolute Proficiency - Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above level 3 on the New York State science Assessment exam.</p> | <p>This goal has been met. For a detailed explanation please see section 1a of the school’s renewal application narrative. Science analysis begins on page 6.</p> | |
| | <p>Comparative Proficiency – Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above level 3 on the New York State science Assessment Exam will be greater than that of the Yonkers City School District.</p> | | |
| | <p>Value Added to Student Learning - Each year, grade-level cohorts of the school’s students will reduce by one-half the gap between their baseline performance and 75 percent of students scoring at or above Level 3 on the state science Assessment. If a cohort’s baseline performance was above the objective, the cohort will maintain or increase its performance on the next administration.</p> | | |
| <p>GOAL 4: All students at the school will demonstrate competency in the understanding and application of social, geographic, civic, and world studies.</p> | <p>Absolute Proficiency - Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above Level 3 on the New York State Social Studies Assessment.</p> | | <p>This goal cannot be measured as the New York State Social Studies Assessment was discontinued during the first year of the current charter term.</p> |
| | <p>Comparative Proficiency - Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State Social Studies Assessment will</p> | | |

Application In Support of the Renewal of the Charter School of Educational Excellence

| | | | |
|--|--|---|--|
| | be greater than that of the local school district. | | |
| GOAL 5: The school will demonstrate academic success by making adequate yearly progress as required by NCLB. | Each year, the school will be designated in “Good Standing” under the Federal Title I component of the state’s “school accountability system.” | CSEE has been designated as a “Good Standing” school under the Federal Title I component of the state’s “school accountability system” each year of the current charter term. | |

Organizational Goals Table

| Evidence of Attainment of Organizational Goals during Current Charter Term | | | |
|---|--|---|---|
| Organizational goal or objective | Measure used to evaluate progress toward attainment of goal or objective | Progress toward attainment of goal or objective | If not met, describe efforts to be undertaken to meet goal or objective |
| N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A |

Financial Goals Table

| Evidence of Attainment of Financial Goals during Current Charter Term | | | |
|--|--|---|---|
| Financial goal or objective | Measure used to evaluate progress toward attainment of goal or objective | Progress toward attainment of goal or objective | If not met, describe efforts to be undertaken to meet goal or objective |
| N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A |

Charter-Specific Goals Table

| Evidence of Attainment of Financial Goals during Current Charter Term | | | |
|--|--|---|---|
| Financial goal or objective | Measure used to evaluate progress toward attainment of goal or objective | Progress toward attainment of goal or objective | If not met, describe efforts to be undertaken to meet goal or objective |
| N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A |

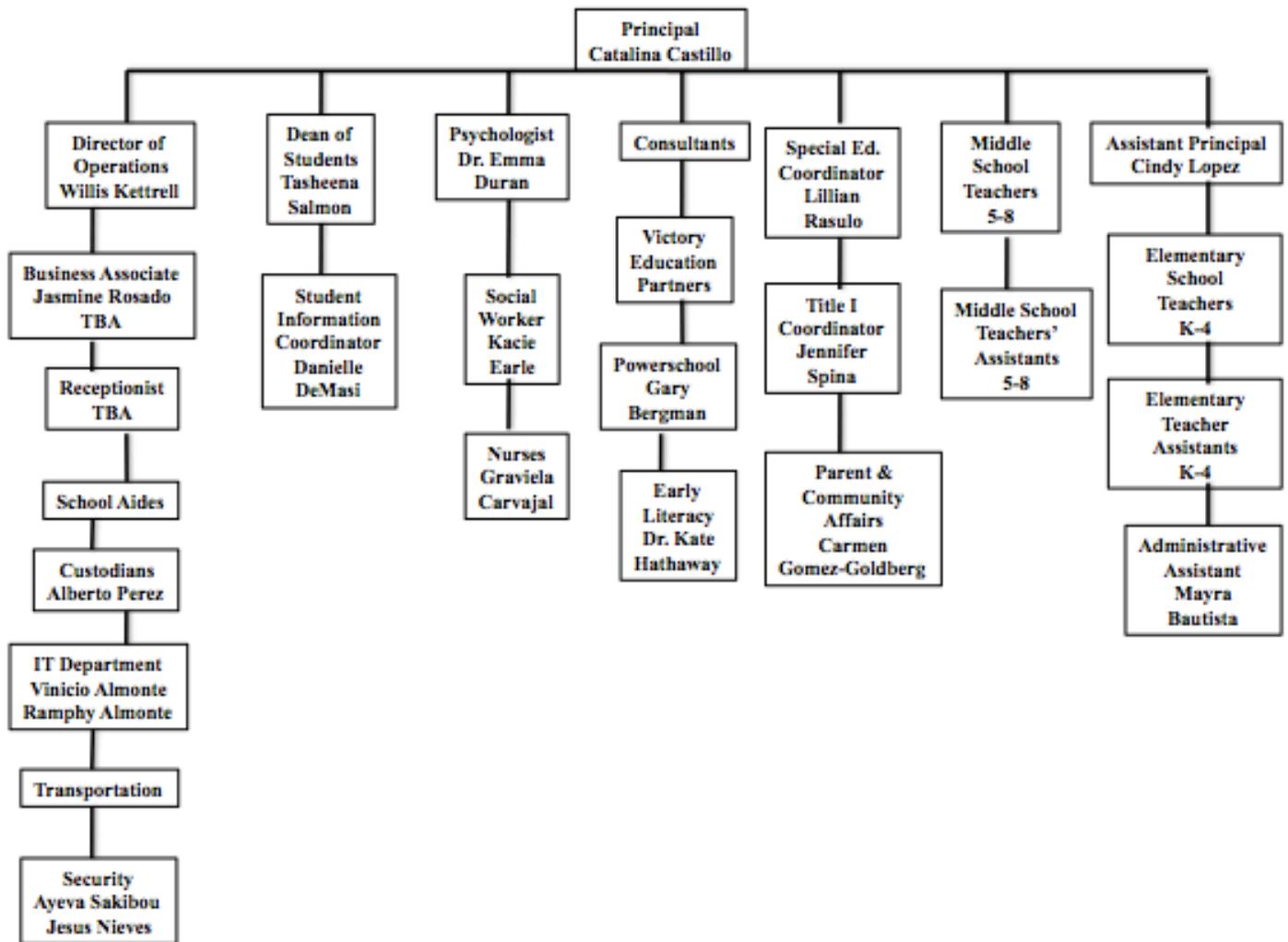
**APPENDIX C:
ENROLLMENT OF STUDENTS
WITH SPECIAL NEEDS**

Application In Support of the Renewal of the Charter School of Educational Excellence

| School Year | Year 1 2009 | Year 2 2010 | Year 3 2011 | Year 4 2012 |
|----------------------------------|------------------------|------------------------|------------------------|------------------------|
| Student Enrollment | 358 | 378 | 457 | 562 |
| Special Education | 22 | 18 | 27 | 28 |
| Section 504 | N/A | 4 | 9 | 7 |
| English Language Learners | 12 | 16 | 21 | 29 |
| Total School Enrollment | 358 | 378 | 457 | 562 |

APPENDIX D: SCHOOL ORGANIZATIONAL CHART

Application In Support of the Renewal of the Charter School of Educational Excellence



**APPENDIX E:
EVALUATION FORM(S) FOR
THE SCHOOL LEADER**

New York State Education Department

Application In Support of the Renewal of the Charter School of Educational Excellence

The board has an evaluation process for the principal in place. However, a formalized document detailing this process is currently being finalized and pending approval by CSEE's board of trustees. The board will share a copy of this evaluation once the document is completed, reviewed by the board, and approved by vote at the monthly board meeting.

APPENDIX F: STAFFING AND STAFF TURNOVER

Application In Support of the Renewal of the Charter School of Educational Excellence

| School Year | Year 1 2009-2010 | Year 2 2010-2011 | Year 3 2011-2012 | Year 4 N/A |
|----------------------------------|--|---------------------|---------------------|---------------|
| Administrators | | | | |
| Number and FTEs | 1 | 2 | 2 | |
| Departures during school year | 0 | 0 | 0 | |
| Departures at end of school year | 0 | 1 | 0 | |
| Explanation: | The administrator's departure at the end of the 2010-2011 was for personal reasons. | | | |
| Teachers | | | | |
| Number and FTEs | 22 | 30 | 58 | |
| Departures during school year | 4 | 6 | 6 | |
| Departures at end of school year | 4 | 8 | 0 | |
| Explanation: | Several teachers' contracts were not renewed. Others left the school for jobs in the Yonkers City School District. | | | |
| Other Staff | | | | |
| Number and FTEs | 11 | 13 | 33 | |
| Departures during school year | 4 | 4 | 19 | |
| Departures at end of school year | 0 | 1 | 0 | |
| Explanation: | The business manager left for family related reasons. | | | |

**APPENDIX G:
BOARD OF TRUSTEES
MEMBERSHIP TABLE**

Application In Support of the Renewal of the Charter School of Educational Excellence

| Current Board Members | | | | | |
|--|------------------------------|--|------------------------|---------------------------------|---|
| Trustee Name | Trustee Email Address | Position on the Board (e.g., Officers or constituent representatives) | Voting (Yes/No) | Committee affiliation(s) | Number of terms served and length of each, including date of election and expiration |
| Eduardo LaGuerre | | Chairman | Yes | Finance, Executive, & Building | 2005-present |
| Sobeida Cruz | | Trustee | Yes | Personnel & Fundraising | 2005-present |
| Nelson Font | | PTO President/Trustee | Yes | Parent | 2012 |
| Nadine Burns-Lyons | | Trustee/ Board Secretary | Yes | Executive | 2005-present |
| Jim Killoran | | Trustee | Yes | Fundraising and Technology | 2010-present |
| Carlos Medina | | Trustee | Yes | Parent | 2007-present |
| Carol Russo | | Trustee | Yes | Educator | 2006-present |
| James Siegel, Esq. | | Trustee | Yes | Legal | 2009-present |
| | | | | | |
| Total Members joining the board during charter term | | | | | 2 |
| Total Members departing the board during charter term | | | | | 3 |

**APPENDIX H:
LONG-TERM PLANNING
DOCUMENTS USED BY
THE BOARD OF
TRUSTEES**

New York State Education Department

Application In Support of the Renewal of the Charter School of Educational Excellence

Not applicable.

**APPENDIX I:
CERTIFICATE OF
OCCUPANCY**

DEPARTMENT OF HOUSING AND BUILDINGS



87 Nepperhan Avenue
City of Yonkers, New York 10701

PARTIAL TEMPORARY CERTIFICATE OF OCCUPANCY

Date: September 12, 2005

Application No.: B0001385

Location: 244 A/K/A 260 WARBURTON AVENUE
NOTE: THIS PARTIAL/TEMPORARY CERTIFICATE OF OCCUPANCY HAS BEEN EXTENDED FOR 180 DAYS EXPIRING OCTOBER 3, 2008.

Issued To: CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE
C/O VICTORY SCHOOLS

Block: 2106 Lot: 42 JOHN P. MEYER, COMMISSIONER

Address: 111 WEST 57TH STREET, NEW YORK, NY 10019

- [] Newly Constructed Building
[X] Alteration and/or [] Addition to Existing building
[] Existing Building or Premises
[] Other:

Expiration Date: 12/12/05

This is to certify that the building and/or premises identified above may be legally occupied for the intent, purpose, use and capacities as specified below, in accordance with approved plans and documents as may have been filed with the City of Yonkers, and conditioned that the owner and occupant thereof comply with all applicable provisions of the Yonkers Zoning Ordinance, New York State and local building and fire prevention codes, all applicable regulatory ordinances, and any special conditions listed hereon:

| DISTRICT ZONE M | LEGAL USE AND OCCUPANCY CONFORMING | PARKING | | | STORIES & CONST. CLASSIFICATION | | | |
|--------------------|---|----------------------------------|-----------------|-----------------|---------------------------------|------------------|--------------|----------------------|
| | | OUTDOOR - 26 + 3 handicap- | GARAGE - 0 - | TOTAL - 29 - | 2-STORY MASONRY SCHOOL | | | |
| FLOOR | OCCUPANCY AND/OR USE OF EACH FLOOR | | | | STAND PIPES | SPRINKLER SYSTEM | CONSTRUCTION | LIVE LOAD LBS/SQ FT. |
| 1ST FL. | PRINCIPAL'S OFFICE, LOBBY/RECEPTION AREA, TWO (2) KINDERGARTEN'S ROOM, LAVATORY, FOUR (4) CLASSROOMS, WOMEN'S LAVATORY, MEN'S LAVATORY, GIRL'S LAVATORY, BOY'S LAVATORY, JANITOR'S CLOSET, TEACHER'S ROOM, PANTRY. | | | | NO | YES | MASONRY | 0 |
| 2ND FL. | TWO (2) CLASSROOMS, ART ROOM, SERVER ROOM. | | | | NO | YES | MASONRY | 0 |
| PHASE II | ELECTRICAL ROOM, MECHANICAL ROOM, STAFF LOUNGE, MANAGER CUSTODIAN ROOM, TITLE (1) OFFICE, SIX (6) CLASSROOMS. | | | | NO | YES | MASONRY | 0 |
| * | SMOKE DETECTORS INSTALLED. | | | | | | | |
| * | SCHOOL RESPONSIBLE TO MAINTAIN KITCHEN ENTRANCE DOOR AND ALL UTILITY CLOSET DOORS LOCKED AT ALL TIMES. ALSO, NO USE OF PLAYGROUND AREA IS PERMITTED AT THIS TIME. | | | | | | | |
| NOTE | THIS IS A PARTIAL/TEMPORARY CERTIFICATE FOR NINETY (90) DAYS EXPIRING DECEMBER 12, 2005 PENDING FINAL BUILDING, PLUMBING, ELECTRICAL, TRAFFIC ENGINEERING, ENGINEERING, FIRE, WATER (BACKFLOW PREVENTER) AND PLANNING DEPARTMENT APPROVALS. | | | | | | | |
| ***** | ***** (NOTHING BELOW THIS LINE) ***** | | | | ***** | ***** | ***** | ***** |
| NOTE: | THIS PARTIAL/TEMPORARY CERTIFICATE OF OCCUPANCY HAS BEEN EXTENDED FOR NINETY (90) DAYS EXPIRING MARCH 21, 2006. | | | | | | | |
| | | | | | | | | |
| NOTE: | THIS PARTIAL/TEMPORARY CERTIFICATE OF OCCUPANCY HAS BEEN EXTENDED FOR NINETY (90) DAYS EXPIRING JUNE 20, 2006. | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

1. Description of Zoning Ordinance variances granted: none

2. Special Use Permit (Planning Bureau & City Council): none

NOTE THIS PARTIAL/TEMPORARY CERTIFICATE OF OCCUPANCY HAS BEEN EXTENDED FOR

3. Zoning Nonconformities 180 DAYS EXPIRING MARCH 19, 2007

(a) Use: none

(b) Dimensional: none

NOTE: THIS PARTIAL/TEMPORARY CERTIFICATE OF OCCUPANCY HAS BEEN EXTENDED FOR

4. Description of Building Code variances granted: none 180 DAYS EXPIRING SEPTEMBER 24, 2007.

5. Other: none

NOTE: THIS PARTIAL/TEMPORARY CERTIFICATE OF OCCUPANCY HAS BEEN EXTENDED FOR 180 DAYS EXPIRING APRIL 1, 2008.

JPM:jf

JOHN P. MEYER, COMMISSIONER

John P. Meyer, Commissioner
Department of Housing & Buildings



DEPARTMENT OF HOUSING AND BUILDINGS

87 Nepperhan Avenue
City of Yonkers, New York 10701

PARTIAL TEMPORARY CERTIFICATE OF OCCUPANCY

Date: September 12 2005

Application No.: B0001385

Location: 244 A/K/A 260 WARBURTON AVENUE

Issued To: CHARTER SCHOOL OF
EDUCATIONAL EXCELLENCE
C/O VICTORY SCHOOLS

Block: 2106 Lot: 42

Address: 111 WEST 57TH STREET, NEW YORK, NY 10019

- Newly Constructed Building
 Alteration and/or Addition to Existing building
 Existing Building or Premises
 Other:

Expiration Date: 12/12/05

This is to certify that the building and/or premises identified above may be legally occupied for the intent, purpose, use and capacities as specified below, in accordance with approved plans and documents as may have been filed with the City of Yonkers, and conditioned that the owner and occupant thereof comply with all applicable provisions of the Yonkers Zoning Ordinance, New York State and local building and fire prevention codes, all applicable regulatory ordinances, and any special conditions listed hereon:

| DISTRICT ZONE M | LEGAL USE AND OCCUPANCY CONFORMING | PARKING | | | STORIES & CONST. CLASSIFICATION | | | |
|--------------------|---|----------------------------------|-----------------|-----------------|---------------------------------|------------------|--------------|----------------------|
| | | OUTDOOR - 26 + 3 handicap- | GARAGE - 0 - | TOTAL - 29 - | 2-STORY MASONRY SCHOOL | | | |
| FLOOR | OCCUPANCY AND/OR USE OF EACH FLOOR | | | | STAND PIPES | SPRINKLER SYSTEM | CONSTRUCTION | LIVE LOAD LBS/SQ FT. |
| 1ST FL. | PRINCIPAL'S OFFICE, LOBBY/RECEPTION AREA, TWO (2) KINDERGARTEN'S ROOM, LAVATORY, FOUR (4) CLASSROOMS, WOMEN'S LAVATORY, MEN'S LAVATORY, GIRL'S LAVATORY, BOY'S LAVATORY, JANITOR'S CLOSET, TEACHER'S ROOM, PANTRY. | | | | NO | YES | MASONRY | 0 |
| 2ND FL. | TWO (2) CLASSROOMS, ART ROOM, SERVER ROOM. | | | | NO | YES | MASONRY | 0 |
| PHASE II | ELECTRICAL ROOM, MECHANICAL ROOM, STAFF LOUNGE, MANAGER CUSTODIAN ROOM, TITLE (1) OFFICE, SIX (6) CLASSROOMS. | | | | NO | YES | MASONRY | 0 |
| * | SMOKE DETECTORS INSTALLED. | | | | | | | |
| * | SCHOOL RESPONSIBLE TO MAINTAIN KITCHEN ENTRANCE DOOR AND ALL UTILITY CLOSET DOORS LOCKED AT ALL TIMES. ALSO, NO USE OF PLAYGROUND AREA IS PERMITTED AT THIS TIME. | | | | | | | |
| NOTE | THIS IS A PARTIAL/TEMPORARY CERTIFICATE FOR NINETY (90) DAYS EXPIRING DECEMBER 12, 2005 PENDING FINAL BUILDING, PLUMBING, ELECTRICAL, TRAFFIC ENGINEERING, ENGINEERING, FIRE, WATER (BACKFLOW PREVENTER) AND PLANNING DEPARTMENT APPROVALS. | | | | | | | |
| ***** | ***** (NOTHING BELOW THIS LINE) ***** | | | | ***** | ***** | ***** | ***** |
| NOTE: | THIS PARTIAL/TEMPORARY CERTIFICATE OF OCCUPANCY HAS BEEN EXTENDED FOR NINETY (90) DAYS EXPIRING MARCH 21, 2006. | | | | | | | |
| NOTE: | THIS PARTIAL/TEMPORARY CERTIFICATE OF OCCUPANCY HAS BEEN EXTENDED FOR NINETY (90) DAYS EXPIRING JUNE 20, 2006. | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

- Description of Zoning Ordinance variances granted: none
- Special Use Permit (Planning Bureau & City Council): none
NOTE: THIS PARTIAL/TEMPORARY CERTIFICATE OF OCCUPANCY HAS BEEN EXTENDED FOR 180 DAYS EXPIRING MARCH 19, 2007.
- Zoning Nonconformities: 180 DAYS EXPIRING MARCH 19, 2007
(a) Use: none
(b) Dimensional: none
NOTE: THIS PARTIAL/TEMPORARY CERTIFICATE OF OCCUPANCY HAS BEEN EXTENDED FOR 180 DAYS EXPIRING SEPTEMBER 24, 2007.
- Description of Building Code variances granted: none 180 DAYS EXPIRING SEPTEMBER 24, 2007.
- Other: none
NOTE: THIS PARTIAL/TEMPORARY CERTIFICATE OF OCCUPANCY HAS BEEN EXTENDED FOR 180 DAYS EXPIRING APRIL 1, 2008.

JPM:jf

JOHN P. MEYER, COMMISSIONER

John P. Meyer, Commissioner
Department of Housing & Buildings

**APPENDIX J:
FIRE INSPECTION
CERTIFICATE**

PART III -- CERTIFICATIONS

Appropriate section to be completed and signed by each person as identified below.

Section III-A. Local Municipal Code Enforcement Official

This inspector shall enter below the **name, full business mailing address and phone number of the local municipal code enforcement official** having jurisdiction over this facility.

Name: YONKERS FIRE Dept.

Address: 5-7 NEW SCHOOL STREET

City/State YONKERS NEW YORK Zip Code 10701 (26A-4)

Section III-B. Fire Safety Inspector

I hereby certify that I inspected this building on 2-2-2012 (date) and the information noted in this Fire Safety Report represents, to the best of my knowledge and belief, an accurate description of the building and conditions observed.

Name: NORMAN F. DOWNES Telephone No.: (914) 584-1671
(Please Print) (Include Area Code)

Title: CEO

Address: 180 ISIS DRIVE Signature: Norman F. Downes (26B-4)
NEWBURGH, NY 12550
Zip Code

Section III-C. Building Administrator, or Designee

I hereby certify that this building was inspected _____ (date) as indicated in Section A above.

Name: _____ Telephone No.: ()
(Please Print) (Include Area Code)

Title: _____

Address: _____

Zip Code Signature: _____ (26C-4)

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APPENDIX K: HEALTH INSPECTION

New York State Education Department

Application In Support of the Renewal of the Charter School of Educational Excellence

CSEE's health inspection is pending. This document will be submitted to the state as soon as possible.

**APPENDIX L:
FLAMMABLE
COMPOUNDS AND
LIQUIDS CERTIFICATE**

New York State Education Department
Application In Support of the Renewal of the Charter School of Educational Excellence

Not applicable.

APPENDIX M: INSURANCE CERTIFICATE

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**APPENDIX N:
ASBESTOS INSPECTION
AND MANAGEMENT
PLAN**

New York State Education Department

Application In Support of the Renewal of the Charter School of Educational Excellence

Not applicable.

APPENDIX O: LEAD PAINT INSPECTION

New York State Education Department
Application In Support of the Renewal of the Charter School of Educational Excellence

Not applicable.