

FULL APPLICATION SUMMARY

Proposed Charter School Name	Ember Charter Schools for Mindful Education, Innovation & Transformation (“Ember Charter Schools”, or “Ember”)
Application History	Letter of Intent Submitted June 28, 2016; Invited to Submit Full Application July 2016
Proposed Board President Name	Shahidah Kalam Id-Din
Proposed Board President Email Address	██████████
Proposed Board President Telephone Number	██████████
Public Contact Name	Rafiq R. Kalam Id-Din II, Esq. & Alexandria Lee, Esq.
Public Contact Email Address	Rafiq@tfoaprofessionalprep.org & Alex@tfoaprofessionalprep.org
Public Contact Telephone Number	917-536-2493 (Rafiq); 404-723-0226 (Alex)
District of Location	NYC Community School District 16
Opening Date	August 2017
Proposed Charter Term	5 years
Proposed Management Company or Partners	N/A
Projected Enrollment and Grade Span During Charter Term	Year 5: Grades: 7-11; Enrollment: 515
Mission Statement	See below

Brief Summary

Ember Charter Schools Initiative for Mindful Education, Innovation and Transformation (“Ember Charter Schools”, or “Ember”), is a newly proposed grades 7-12 charter that will ultimately serve as extension and continuation of our Teaching Firms of America-Professional Preparatory Charter School’s (“TFOA”) current K-6 charter under Education Law Section 2853 1(b-1). As a result, Ember Charter Schools will be an innovative, holistic and comprehensive secondary community of learning, practice and thought leadership in Bedford Stuyvesant-Central Brooklyn. Ember will be dedicated to improving educational and life outcomes for historically underserved communities, particularly low income Black children, the most “at-risk” demographic in our society.

Our Mission: Ember’s mission is three-fold: a) to transform, empower and ignite students who have traditionally been labeled “at-risk” from historically underserved, under-resourced, low-income communities suffering from the ongoing trauma that emerges from generational poverty; b) to use our Teaching Firm model, a unique teacher-led approach, to nurture these students into social-entrepreneurs, -engineers, and global leaders equipped to solve their communities’ and our world’s problems; and c) to use our organization to concurrently affect net positive economic, socio-emotional and cultural outcomes within the communities we serve.

Objectives: The key design elements of Ember’s model are designed to achieve the implementation of the important objectives highlighted in the New York Charter Act (Education Law §2850(2)):

- A. Improves student learning and achievement;
- B. Expands learning experiences for students who are at risk of academic failure;
- C. Encourages use of different and innovative teaching methods;
- D. Creates new professional opportunities for teachers; and
- E. Provides parents/students with expanded choices in educational opportunities that are available within the public school system.

Ember seeks to provide our target population with expanded progressive, holistic and global education opportunities that have previously been unavailable to them. Ember strives to accomplish this objective by engaging in three primary efforts:

1. Nurturing and enabling students to become holistic social entrepreneurs, engineers and global leaders through the development of: agency and self-efficacy; critical thinking skills; social, emotional, and physical well-being; mindful leadership; global citizenship; and substantive international exposure and experiences;
2. Developing and providing thought leadership within the education space, training and developing staff and other organizations committed to the same values and principles Ember employs; and
3. Contributing to the positive and healthy economic, social and cultural development of the communities we serve.

Though structured across two charters (K-6 and 7-12), we envision operating our program as one continuous ‘K-12 University’ experience to serve students across the developmental continuum of their pre-collegiate lives with the following programmatic model:

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(Full Application August 2016)

- Lower school experience (grades K-4)
- Middle school experience (grades 5-8, with 7th and 8th as single-sex cohorts)
- Upper school experience (grades 9-12, with all grades as single-sex cohorts)

Student Communities Served: Ember will serve the most historically and socioeconomically underserved children of the Bedford Stuyvesant-Central Brooklyn community, offering an admission preference for students who qualify for free and reduced price lunch (to the extent permitted by law). Bedford Stuyvesant remains an overwhelming Black and Latino community, and these populations continue to be beset with high poverty, unemployment, violence, obesity and other negative physical and mental health indicators. Black and Latino children in Bedford Stuyvesant are some of the poorest in the nation and in large measure remain disconnected from high quality, holistic and comprehensive education options.

Leadership, Management & Instructional Staff Design: Ember will operate using the existing and highly innovative “Teaching Firm” org model currently and successfully employed by TFOA. The Teaching Firm is a unique teacher-led model inspired by the professional partnership management and leadership models of law firms, designed to transform and elevate the teaching profession by placing currently practicing master teachers at the helm of school organizations, dramatically improving compensation and empowering them to lead directly from the classroom.

Curriculum & Instructional Features: Ember’s progressive, research backed pedagogical approach is driven by a commitment to developing strong student self efficacy and extraordinary habits of mind, operationalized through teacher constructed curricula and formative assessment tools. This approach includes, but is not limited to the following instructional and pedagogical features:

- Neuropedagogy: Strong Focus on Self Efficacy & Social Emotional Development
- Looping, Culturally Relevant Pedagogy & Economically Relevant Pedagogy
- Data Driven Socratic Questioning, Design Thinking and Integrated Instruction
- Strong Focus on Critical Thinking and Executive Functioning Skills
- Community-Based Staff (goal of >70% of color and residence in Central Brooklyn)

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name Ember Charter School
Proposed School Location (District) NYC CSD 16 and 13
Name of Existing Education Corporation (for replication) _____

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”¹²

The applicant group also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act, which will be incorporated into, and made a part of, the Charter School’s charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be

¹² N.Y. Education Law § 2854(2)(a)

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

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;¹⁴ and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.¹⁵

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

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

I, Shahidah Kalam Id-Din hereby certify that the information submitted in this Full Application to establish Ember Charter Schools is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

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



Date: 10/3/2015

¹³ ESEA § 5203(b)(3)(J)

¹⁴ ESEA § 5203(b)(3)(K)

¹⁵ ESEA § 5203(b)(3)(N)

EMBER CHARTER SCHOOL

FULL APPLICATION

NYS BOARD OF REGENTS

AUGUST 16, 2016

Co-Lead Applicants:
Rafiq R. Kalam Id-Din II, Esq.
Alexandria Lee, Esq.
616 Quincy Street, 3rd Floor
Brooklyn, NY 11221
718-285-3787

RAFIQ@TFOAPROFESSIONALPREP.ORG
ALEX@TFOAPROFESSIONALPREP.ORG

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GLOSSARY OF TERMS

In our charter application we use several unique and perhaps unfamiliar terms of art for which we thought it might be useful to provide definitions:

The Anew School	Created and developed by Alexandria Lee, Esq., and named one of the 2014 Black Male Achievement Fellowship Award winners by Echoing Green and Open Society, The Anew School is a highly innovative proposed school design aimed at transforming educational and life outcomes for Black boys through a strong focus on socio-emotional development, intensive study abroad experiences and boarding school program elements.
Apprentice (Co-Teacher)	The teaching professional who assists the lead teacher within a schoolhouse (<i>see</i> definitions for “lead teacher” and “schoolhouse” below).
Associates (Junior and Senior)	The title for lead classroom teachers (who are not “Partners”) under the Teaching Firm model; Junior Associates are classroom teachers who begin with 2-3 years of teaching experience; Senior Associates are those who begin with 4-6 years experience.
“At-Risk”	As a school we reject the label “at-risk.” It is a largely derogatory label that is overused to describe Black and brown children, and often demonstrates the proverbial ceiling society prescribes for our target population. Our use of the term “at-risk” throughout this application is a short hand for the limiting labels people ascribe to our students. Where others see “at-risk,” we see risk takers and future leaders. Nonetheless, we understand that these labels are widely used and easily understood as synonymous with living in poverty, drug addiction and/or incarceration within a family, and other circumstances most of our students face. We do not believe these factors determine the fate of our students, yet we know these are factors worth noting within the context of this application.
Bloom’s Taxonomy	A classification system used to define and distinguish different levels of human cognition—i.e., thinking, learning, and understanding. It also provides a way to distinguish the fundamental questions within the education system.
CLASS	The “Classroom Assessment Scoring System” developed by Dr. Pianta at the University of Virginia; CLASS is a rubric derived from ongoing and intensive research, which tracks highly effective teacher-student interactions that drive the most successful classrooms.
College-successful	The concept that students should be prepared to be successful in college, not merely qualified to be admitted.
Co-Teacher Apprentices	Entry or very early career teachers who serve as Co-Teachers to experienced Lead Teachers (Associates or Partners); may be completing a masters program.
Culturally Relevant Pedagogy	Culturally relevant or responsive teaching is a pedagogy grounded in teachers displaying cultural competence, or skill at teaching in a cross-cultural/ multicultural setting. It enables each student to relate course content to his or her cultural context.
Dean’s Team	Ember’s umbrella that houses all of the professionals who guide our staff through our social-emotional practices. This team is lead by our Dean of Students, who oversees our social workers, speech pathologists, etc.
DRA-2	Diagnostic Reading Assessment.
ESA	Our fully integrated English Language Arts and Social Studies course.
Executive Officer	The chief administrator in the Teaching Firm model (typically referred to as the Director of Operations and/or Finance in traditional charter school models) who reports to the Partners (most directly to the Managing Partner).
Fellows	Abbreviation for the “Data Assessment Fellows,” PhD students who will be provided scholarships to work with the Pedagogy Partner and Schoolhouse Practice Teams to

	review, analyze and synthesize instructional data for the Teaching Professionals in their assigned Schoolhouse Practice Team.
Firm	A term short for “Teaching Firm” that we use to refer to the school as a whole (“Firm-wide” instead of “School-wide”); a typical abbreviation for traditional professional partnerships such as law firms, consulting firms, tax firms, etc.
FLGS	Foreign Language-Global Studies.
“Leadership Index”	Internally teacher designed and developed socio-emotional, thinking and pro-social skills content framework and rubric designed to be both explicitly taught and integrated into instruction across all academic and non-academic domains. Primary tools used to measure the socio-emotional development of our students.
Lead Teacher	The teaching professional responsible for the classroom instruction in each respective schoolhouse (<i>see</i> definition for “schoolhouse” below).
Looping	Students stay with the same teacher every year. Students remain with the same cohort and teacher as long as they remain at Ember.
Mindfulness	A mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique.
Neuropedagogy	Neuropedagogy is the intersection of science and education, through which educators utilize cutting-edge scientific research and methodologies to stimulate new zones of the brain and create connections.
Partner	The title for the four lead classroom teachers who will be hired by the Board of Trustees to lead and manage TFOA. Partners will all teach full time in addition to their leadership and management responsibilities at TFOA. Partners will have specific spheres of school-wide responsibilities attendant to the three designations including: Managing Partner, Pedagogy Partner and Stakeholder Services Partner. All administrative and instructional personnel shall report to the Partners.
Professional-Partnership	The business entity formed by two or more professionals such as accountants, doctors, or lawyers, who provide professional services to the public.
Schoolhouse	Our term used for “classroom” under our model (<i>see</i> Teaching Firm).
Schoolhouse Practice Team	Similar to a grade-level team, this is a collegial supervisory and mentoring group of the Teaching Firm, comprised of a Partner and their direct Associate reports (one Senior Associate and two Junior Associates). While the Partners lead and manage the Firm as a collective, individual teachers and staff members have a direct supervisor in one of the Partners.
TAs	Teaching Apprentices are college or graduate students pursuing their education degrees, who fulfill their student teaching requirement at our school. Successful TAs receive scholarship grants.
Teaching Firm	Our new charter school model; a hybrid of the professional-partnership and the nonprofit organizational model.
Teaching Professionals	Lead classroom teachers at the Firm (Partners and Associates).
The Schoolhouse Rocks Olympics	A series of academic challenges and games designed to bring the underlying curriculum to life in a fun and engaging way. During the school year, students will compete on teams within their designated Schoolhouse, and will engage in various challenges ranging from a Jeopardy-like format to obstacle courses. All questions and tasks for challenges will be rooted in the Ember curriculum. The intra-Schoolhouse competitions will be preparation for the twice a year inter-Schoolhouse competition.

SECTION I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

A. MISSION STATEMENT AND OBJECTIVES

Ember Charter Schools Initiative for Mindful Education, Innovation and Transformation (“Ember Charter Schools”, or “Ember”), is a newly proposed grades 7-12 charter that will ultimately serve as extension and continuation of our Teaching Firms of America-Professional Preparatory Charter School’s (“TFOA”) current K-6 charter under Education Law Section 2853 1(b-1). As a result, Ember Charter Schools will be an innovative, holistic and comprehensive secondary community of learning, practice and thought leadership in Bedford Stuyvesant-Central Brooklyn. Ember will be dedicated to improving educational and life outcomes for historically underserved communities, particularly low income Black children, the most “at-risk” demographic in our society.

Our Mission: Ember’s mission is three-fold: a) to transform, empower and ignite students who have traditionally been labeled “at-risk” from historically underserved, under-resourced, low-income communities suffering from the ongoing trauma that emerges from generational poverty; b) to use our Teaching Firm model, a unique teacher-led approach, to nurture these students into social-entrepreneurs, -engineers, and global leaders equipped to solve their communities’ and our world’s problems; and c) to use our organization to concurrently affect net positive economic, socio-emotional and cultural outcomes within the communities we serve.

Our Students: Ember seeks to continue to serve the low-income students in the Bedford Stuyvesant-Central Brooklyn community who have been the most historically underserved and under-resourced. TFOA’s current student population, our currently operating charter school in CSD 16, will feed directly into Ember to the extent permitted by law. TFOA’s current demographic is approximately 99% Black and Latino; 90% Free & Reduced Price Lunch; 16% students with disabilities (IEPs); 10% English Language Learners, though more than 35% of parents of current students were born outside the USA. This demographic represents some of the poorest children in the nation, which in large measure, remain disconnected from high quality, holistic and comprehensive education options such as those Ember will offer. Ember will continue TFOA’s focus on this demographic and thus will offer admission preferences to students who qualify for free and reduced-priced lunch, to the extent permitted by law, along with returning students, siblings of enrolled and admitted students and children of staff members. Bedford Stuyvesant-Central Brooklyn remains an overwhelmingly Black and Latino community, and this area continues to be beset with high poverty, unemployment, violence, obesity, untreated trauma and other negative physical and mental health indicators.

Our Objectives: Ember seeks to provide our target population with expanded progressive, holistic and global education opportunities that have previously been unavailable to them. Ember strives to accomplish this objective by engaging in three primary efforts:

1. Nurturing and enabling students to become holistic social entrepreneurs, engineers and global leaders through the development of: agency and self-efficacy; critical thinking skills; social, emotional, and physical well-being; mindful leadership; global citizenship; and substantive international exposure and experiences;
2. Developing and providing thought leadership within the education space, training and developing staff and other organizations committed to the same values and principles Ember employs; and
3. Contributing to the positive and healthy economic, social and cultural development of the communities we serve.

Though structured across two charters (K-6 and 7-12), we envision operating our program as one continuous ‘K-12 University’ experience to serve students across the developmental continuum of their pre-collegiate lives with the following programmatic model:

- Lower school experience (grades K-4)
- Middle school experience (grades 5-8, with 7th and 8th as single-sex cohorts)
- Upper school experience (grades 9-12, with all grades as single-sex cohorts)

Additionally, the future design elements of Ember’s proposed educational plan will capture the evolution of innovation and development of TFOA as it looks to eventually incorporate the programmatic blueprint of The Anew School, an award winning school model with a focus on social emotional development, single-sex education, intensive international study experiences and community-based boarding schools. To be described more fully in Attachment 10: “Optional Strategic/Business Growth Plan”, Ember’s future program design will seek to add two additional program components from the Anew School’s design vision to be launched upon all required regulatory approvals:

- Guided, intensive international travel and learning experiences for 7th and 8th grade
- Residential, community-based boarding opportunity for Upper School students

As we move forward and grow into the full scope of our K-12 vision, we will look for evidence of success in achieving these objectives in a myriad of ways, yet perhaps most notably through:

- Elementary School students successful development of service-learning projects that contribute positively to their community (e.g. launching a successful initiative that seeks to reduce gun violence and create more safe community spaces for play);
- Middle School students successful launch of a social enterprises that connects their local community to at least one foreign country (e.g. developing and launching a peer-to-peer social investment, micro-lending network and app/portal for youth in Brooklyn to fund youth-led social enterprises that help solve community problems in Greater Accra, Ghana);

- High School students successfully organize other teens, adults and/or organizations to advocate for important social change (e.g. develop and launch a youth-led ballot initiative to create an official City Council seat (one from each borough) for a youth age 16-21, who has full voting rights and responsibilities)
- Ember successfully develops an Ember Teaching Firm Fellowship program where groups of experienced teacher-leaders can work at Ember in residence and learn how to open and operate their own Teaching Firm;
- Ember successfully works with local community partners and leaders (Bedford Stuyvesant Restoration Corporation, Bridge Street Development Corp, Councilman Cornegy, Assemblyman Mosley, Assemblywoman Robinson, Congressman Jeffries, etc.), to build a community campus facility that will provide much needed development for the Bedford Stuyvesant-Central Brooklyn community: economic (thousands of jobs), social (aquatic and green indoor-activities space), and cultural (various open, modular performance art spaces)¹.

Furthering the Objectives from the Charter Act

The current and future key design elements of Ember’s educational plan are designed to achieve the implementation of the following five important objectives highlighted in the New York Charter Act (Education Law §2850(2)):

- Improves student learning and achievement;
- Expands learning experiences for students who are at risk of academic failure;
- Encourages use of different and innovative teaching methods;
- Creates new professional opportunities for teachers; and
- Provides parents/students with expanded choices in educational opportunities that are available within the public school system.

A) Improves student learning and achievement: Ember students will be offered instruction that research has shown will significantly improve learning and achievement outcomes for students from high poverty households, the same demographic Ember will serve. To this end, Ember will provide instructional environments that focus intently on:

- Self-efficacy
- Executive functioning skills
- Critical thinking skills
- Mindfulness
- Personalized learning opportunities

¹ See attached “Community Innovation Campus Summary” included in Attachment 10.

Similarly, research has also shown that single-sex cohorts (as well as our future substantive international travel and community-based boarding school opportunities) will engender significant improvements in learning and achievement for students.

B) Expands learning experiences for students who are at risk of academic failure: there are currently no non-selective public schools in Ember’s target community of Bedford Stuyvesant-Central Brooklyn that offer “at-risk” high poverty students a full constellation of holistic learning experiences. These kinds of programs are usually reserved only for students who “qualify” for and attend gifted and talented schools and programs. Ember’s model is designed to give EVERY student (GenED, SPED, ELLs, FRPL, etc.) access and exposure to these kinds of ‘G&T’ learning experiences, which will include, but are not limited to the following:

- Instructional time dedicated to developing self-efficacy and social-emotional health
- Strong instructional focus on critical thinking and executive functioning skills
- Incorporation of Design Thinking across instructional domains
- Explicit STEM instruction
- Integrated Arts instruction
- Personalized learning opportunities
- Core movement and development
- Mindfulness and meditation

In the future these will also include:

- Substantive and guided international learning experiences in 7th and 8th grades
- Residential, community-based boarding opportunity in high school

Please see Attachment 10 for more details on these programmatic elements.

C) Encourages use of different and innovative teaching methods: Ember’s instructional methodology includes a focus on the utilization of the following innovative teaching practices:

- Integrated Instruction
- Differentiation
- Looping
- Culturally Relevant Pedagogy
- Economically Relevant Pedagogy
- Socratic Questioning and Design Thinking
- Neuropedagogy (incorporation of self-efficacy, critical thinking, and executive functioning skills into instructional practice)

- Mindfulness and meditation

D) Creates new professional opportunities for teachers: Ember provides new professional opportunities for teachers in three significant ways:

- Unique and Transformative Career Path: Ember’s adoption and use of TFOA’s Teaching Firm model provides unprecedented career opportunities for teachers as it provides a pathway to school leadership that does NOT require teachers to give up their teaching practice.
- Performance-based Compensation: Ember’s Teaching Firm model provides for a performance-based compensation structure that significantly increases teacher compensation and incentivizes high performance and teacher retention.
- Opportunities for Thought Leadership: Ember’s University-framework encourages teachers to engage in research, writing and publishing to affect the public discourse on the range of issue areas most readily connected and adjacent to public education matters. Ember teachers will be provided with professional development resources and financial incentives to research, write and publish articles and materials that advance Ember’s standing as a thought leading education institution.

E) Provide parents/students with expanded choices in educational opportunities that are available within the public school system: Ember provides parents and students with expanded choices in the types of educational opportunities available within the public school system through its unique program components:

- Looping
- Single-sex cohorts (upper middle school and high school)

In the future these will also include:

- Substantive and guided international learning experiences in 7th and 8th grades
- Residential, community-based boarding opportunity in high school

Please see Attachment 10 for more details on these programmatic elements.

B. KEY DESIGN ELEMENTS

Consistent with our core beliefs and values, Ember is committed to creating an instructional environment that eschews the standard focus on content coverage and test prep. Instead, we will nurture depth of understanding and strengthen “habits of mind.” To this end, Ember will continue TFOA’s current successful work in moving beyond mere “college-readiness” towards an achievement orientation driven by socio-emotional learning experiences as the key driver of

“college-successful,” “career-successful” and “leadership-successful.” The strong need for such an instructional approach is supported by neuroscience and educational research data from notable thought leaders such as Dr. Carol Dweck, Dr. Richard Guare, Dr. Gloria Ladson-Billings, and Dr. Pedro Noguera. Each of these scholars identified the dire need for the positive development of self-efficacy and executive functioning skills for low-income, “at-risk,” Black and Latino students, such as those Ember is uniquely created to serve.

Ember will function as a scholarly learning community immersed in the latest neuroscience, mental health, and progressive pedagogical research, nurturing the ongoing collaboration of teaching and mental health practitioners to work in concert to drive student achievement. Such a holistic approach will attend to the development of invaluable self-efficacy, executive functioning, and critical thinking skills, which will in turn drive durable high academic achievement and net positive mental health outcomes.

The key design elements of Ember’s educational plan are designed to achieve the implementation of the following five important objectives highlighted in the New York Charter Act (Education Law §2850(2)):

- Improves student learning and achievement;
- Expands learning experiences for students who are at risk of academic failure;
- Encourages use of different and innovative teaching methods;
- Creates new professional opportunities for teachers; and
- Provides parents/students with expanded choices in educational opportunities that are available within the public school system.

The key design elements of Ember’s proposed educational plan represent the evolution of innovation and development of TFOA, as well as inspiration from the core social-emotional programmatic blueprint of The Anew School. The result is a proposed educational program that draws on the successful and award-winning elements of both organizations, and will now include the following three innovative and holistic core educational enterprises:

- Lower school experience (grades K-4)
- Middle school experience (grades 5-8, with 7th and 8th as single-sex cohorts)
- Upper school experience (grades 9-12, with all grades as single-sex cohorts)

Below is a description of each of the key design elements described within the context of how each helps achieve the intended objectives of the Charter Act, as well as its role within the overall ecosystem of Ember’s mission and educational plan.

Holistic schooling

According to Ron Miller, author of “What Are Schools For? Holistic Education in American Culture”, holistic education is “concerned with the development of a person’s intellectual,

emotional, social, physical, artistic, creative and spiritual potentials,” and thus seeks to provide an educational environment principally focused on the development of healthy and productive mindsets. Our holistic longer school days are comprised of integrated instructional blocks (STEM and Humanities), integrated arts, mindful yoga movement, dance and core training, as well as foreign language instruction. Additionally, Ember will further advance student learning and achievement through its holistic schooling approach, which includes two key and innovative design elements of our educational plan:

- Strong instructional focused on the development of self-efficacy, executive functioning and critical thinking skills; and
- Single-sex cohorts in upper middle school and high school.

Focus on development of self-efficacy, executive functioning and critical thinking skills:

“For twenty years, my research has shown that the view you adopt for yourself profoundly affects the way you lead your life. It can determine whether you become the person you want to be and whether you accomplish the things you value. How does this happen? How can a simple belief have the power to transform your psychology and, as a result, your life?”

Dr. Carol Dweck

Research from a host of academics, psychologists and social science researchers, including Drs. Dweck, Richard Guare, Gloria Ladson-Billings and Pedro Noguera, have provided significant data that suggests that student achievement outcomes, particularly for Black and Latino children from high poverty communities, are greatly improved if students are given the opportunity to develop a strong sense of: 1) positive self-identity as a person with full agency (Dweck’s growth mindset); 2) self-love (Ladson-Billings’ cultural competency, and Noguera’s positive climate, socio-emotional needs); and 3) a strong knowledge and practice of the habits of mind that drive an analytical mindset (Dweck’s growth mindset, and Guare’s hidden curriculum: executive functioning skills). Each of the aforementioned researchers asserts that courting the development of any one of these psycho-cognitive domains could meaningfully increase student achievement for high poverty Black and Latino children. Ember will adopt and build on TFOA’s instructional practice and pedagogical approach that already works to develop student mastery in ALL three of the areas discussed in Dweck’s, Ladson-Billings’, Noguera’s and Guare’s work, and will do so across all three of Ember’s core educational enterprises: elementary, middle and high school.

TFOA’s current instructional practice and pedagogical approach in these areas manifest in one of our most innovative tools that drive both academic and socio-emotional achievement: our “Leadership Index” (see chart below). Inspired in part by the University of Virginia’s Classroom Assessment Scoring System² (“CLASS”), the Leadership Index is a socio-emotional, critical thinking and pro-social skills content framework and attendant rubric designed by our teacher-leaders to be both explicitly taught and integrated into instruction across all academic and non-

² <http://curry.virginia.edu/research/centers/castl/class>

academic domains. We use inquiry and mindfulness practice to teach mastery of the explicit behavior and thinking skills actions outlined in the Leadership Index. We integrate this instruction into and across the academic, creative and non-academic curriculum. Through this methodology, we have been able to help students in their ongoing development of a growth, culturally-competent, and analytical mindset necessary to achieve ever more positive academic and social-emotional health. Through ongoing tracking and quarterly measurement of students' anecdotal progress along the developmental range from "Dormant" to "Developed" on our Leadership Index Rubrics (*see example below*), we court the increased student achievement outcomes discussed below by attending to our target population's oft ignored socio-emotional needs.

Though still early in our development, this holistic pedagogical approach has already yielded very strong results. Several years ago, TFOA moved completely away from test prep, and instead focused with even stronger fidelity and consistency on nurturing mastery of the underlying self efficacy, executive functioning and critical thinking skills embedded within our unique Leadership Index. As a result, in 2015 TFOA had over 100% growth in overall ELA scores on the New York State standardized test (from 19.1% in 2014 to 39.2% in 2015), which was the highest growth in the State that year. We also increased the ELA proficiency rate for 4th Grade students by over 240% from 2014 (19.1% in 2014 to 46.9% in 2015), and achieved nearly 90% proficiency on the Science Assessment, with over 40% of students earning the highest proficiency score of 4. For the 2015-16 school year these gains proved durable as we kept pace with the strong New York City growth and the State's overall proficiency rates in ELA, while concurrently exceeding both the City and State ELA proficiency rates for our 4th and 5th grade cohorts, meaningfully. Proficiency on the Science assessment remained robust as well with over 90% of students proficient, and over 30% earning the highest score of 4. While our overall Math proficiency rates continue to lag the City and State, we realized a 54% growth in 4th grade proficiency rates, evidence that our instructional adjustments in this area are beginning to take root.

The impact of TFOA's approach is particularly positive and notable given the extremely high needs of the students whom we serve. Over 16% of our population enrolled as students with disabilities, and over 90% of all students entered our school reading below grade-level, with the vast majority entering Kindergarten with very low vocabulary and phoneme recognition. Additionally, nearly 90% of students live in very low income and severely under-resourced households, with over 35% of all student families headed by a parent born in foreign country (most often from the Caribbean, Central America, West and Central Africa regions). These latter students often come to school with even more significant socio-emotional needs as the result of added dislocation of their language and/or cognitive struggles.

Ember Leadership Index

Attitudes	Reflective	Self-confidence	Empathy;	Focused	Inquirer	Principled
Framework	1-Cultural Relevance	2-Verbalization	3-Visualization	4-Mindfulness/Integration	5-Inquiry	6-Neuropedagogy/Econ. Rel.
Symbol	Sankofa: Adinkra symbol of a bird "go back and take" (Sanko-go back, fa- take)  Associated Akan proverb, "Se wo were fi na wasankofa a yenkyi," which translates "It is not wrong to go back for that which you have forgotten."	Tama: Talking Drum 	Banyan Tree 	Djed: The Spine as Energy Center 	Her-em-akhet: Sphinx 	Feather/heart on Scales of Ma'at: Method for weighing souls after death 
Symbolic Meaning	Importance of Learning from the past	Own and wield one's Word-Sound-Power	Divided we fall, together we stand, just as roots support a tree	Facility in accessing one's Mind-Body Connection	Ability to control one's nature as well as call on its power	Maintaining morality leaves one's heart light as a feather
Kemetic Concept	Memory	Syllogistic-logic	Connection	Self-control	Experimentation	Integrity
Character/ Leadership Skills	<ul style="list-style-type: none"> develop Point of View: express points of views about likes/dislikes, express more conflicting thoughts and feelings, courtesy-civility-forgiveness 	<ul style="list-style-type: none"> develop positive self image, differentiate and compare points of view, explore identity components 	<ul style="list-style-type: none"> learn to take different points of view, appreciate diversity, friendship, creativity-artistic expression 	<ul style="list-style-type: none"> connect situations-actions-emotions, control emotions, self-motivation, explore ways to deescalate conflicts 	<ul style="list-style-type: none"> seek understanding of the use of power in society, seek to practice and advocate for about civil/human rights 	<ul style="list-style-type: none"> respect for the environment, sense of equality-fairness, explore ways to take action against social injustice, explore responsibilities of group membership
Actions	<ul style="list-style-type: none"> identifies mistakes, listens without interrupting, repeat accurately what they previously heard (instructions from teacher, what a fellow student said, etc.), recall and describe accurately what they previously did, recall and describe accurately what they previously observed, accurately reenact previous action performed or observed. 	<ul style="list-style-type: none"> uses phrases like, "I will try," "I can...," expresses pride in self, family, community and cultural heritage, greet others with confidence, makes eye contact when speaking and listening, projects voice, firm posture 	<ul style="list-style-type: none"> shares personal feelings and opinions with others, positively comments or affirms the feelings and opinions of others in the schoolhouse, shares and expresses support for another's ideas, perspectives, opinions within schoolhouse, takes turns, makes space for others to participate in conversation, participates enthusiastically in class discussions, uses words like friend, brother, sister, and connecting phrases, expresses gratitude for the participation, help, support of others, being positive, affirming and supportive of others, acts as peacemaker 	<ul style="list-style-type: none"> takes responsibility for actions and choices, uses choice language like "I chose to.. I am stomaching", uses connecting phrases, identifies disconnecting behaviors and words in themselves and used by others, uses breathing techniques to calm, soothe, and regulate emotions, exhibits actions highlighted in other spheres of the leadership index, 	<ul style="list-style-type: none"> takes risks, attempts and perseveres during challenging tasks, observes, listens to and analyzes others points of view and experiences, identify and explore multiple ways of overcoming obstacles, asks questions for clarity and understanding, expresses alternative viewpoints and ideas, uses tools and process for collecting data 	<ul style="list-style-type: none"> tells the truth in spite of potential consequences, makes choices that are fair, keeps promises, serves/generous with others, resolves conflicts peacefully, "reflect, choose, act", does the right thing even when no one is looking, makes choices that show honor, apologizes and forgives others,
TransD Skills	observing, listening, remembering, comprehension	affirming self expression, expresses pride in self and capacity	respecting opinions and views of others, developing and maintaining friendships, positive relationships with others, confidently sharing one's viewpoint and traditions with others	choosing positive behavior or strategy, visualizing Quality world, gross/fine motor skills, breathing/control of tension, practice connecting behaviors	analysis, scientific method, courage, imagination, predicting, comparing contrasting, cause and effect, problem solving	synthesis, Codes of conduct, mediating and resolving conflict, reflection and forecasting
TransD Theme	Where are we in place and time?	Who are we?	How do we express ourselves?	How do we regulate our behavior?	How does the world work?	How do we share our world?
Knowledge: Dominant Thought Process	<ul style="list-style-type: none"> Memory/Reflection on specific actions 	<ul style="list-style-type: none"> Knowledge of personal, family, and community culture 	<ul style="list-style-type: none"> Affirming positive relationships Congregative thinking 	<ul style="list-style-type: none"> The only behavior we can control is our own (the only person who can make you do anything is you); Every action/behavior comes from a choice 	<ul style="list-style-type: none"> Infinite potential and capacity of the mind, Questions, Failure and mistakes are necessary for learning and growth, The experience of others is a source for learning and growth 	<ul style="list-style-type: none"> Our thoughts, words, and actions have an impact on the feelings of ourselves and others, Your character manifests whether or not others are around, Positive leaders have "good character"; character is defined by how we treat ourselves & others, our school-house, community, & planet
Leadership Profile: "Kid Language"	<ul style="list-style-type: none"> Shows sensitivity towards the needs and feelings of others. Reflects on personal thoughts and choices. 	<ul style="list-style-type: none"> Knowledgeable of themes that have global relevance. Knows and expresses confidence in self and personal/cultural history. 	<ul style="list-style-type: none"> Respects the views, values, and traditions of other cultures. Considers a range of point of views. 	<ul style="list-style-type: none"> Understands the importance of physical and mental balance and well-being. 	<ul style="list-style-type: none"> Approaches unfamiliar situations with courage and has the independence to explore new ideas and strategies. Defends beliefs in actions. 	<ul style="list-style-type: none"> Has a sound grasp of the principles of moral reasoning. Has integrity and honesty.

Sample Leadership Index Rubric

<u>Behavioral Indicators for Inquirers/Explorer</u>	Dormant	Awakening	Awakened	Developed
Attempts and perseveres during challenging tasks; takes risks	Unwilling to attempt challenging tasks, gives up easily	Occasionally overcoming negative thoughts when challenged with a task	Usually perseveres and completes challenging tasks	Consistently attempts and perseveres through challenging tasks, not giving up
Observes, listens to, and analyzes other points of views and experiences	Difficulty listening to and understanding other points of views	Starting to listen to other points of view but not fully understanding	Usually listens to and analyzes other points of views	Consistently observes, listens to, and analyzes other points of views
Identifies and explores multiple ways of overcoming obstacles	Gives up easily when faces with obstacles	Starting to identify and use some strategies to overcome obstacles	Usually identifies and finds a way to overcome obstacles	Consistently identifies and explores multiple ways of overcoming obstacles
Asks questions for clarity and understanding	Rarely asks questions to clarify and understand	Occasionally asks some questions to clarify a misunderstanding	Usually asks questions for clarity and understanding	Consistently asks questions to clarify and understand something
Expresses alternative viewpoints and ideas	Not expressing ideas from alternative viewpoints	Starting to express one or two alternative viewpoints	Usually able to express alternative viewpoints and ideas	Consistently expresses alternative viewpoints and ideas
Uses tools and process for collecting data	Inconsistent process for collecting data	Starting to use tools and process for collecting data	Usually uses tools and process for collecting data	Consistently uses tools and process for collecting data

Single-sex cohorts in upper middle school and high school:

“According to Leonard Sax, executive director of the National Association for Single Sex Public Education, in 1995 there were just three single-gender public schools in the United States; by 2007 there were 86, with an additional 277 public schools offering all-girls or all-boys education programs within their coeducational buildings. This reversal of fortune has been spurred in part by “a growing body of research that single-gender, especially at the middle school level, works,” says South Carolina Superintendent of Education Jim Rex, who campaigned on a platform that included making single-gender schools an option in every school district in the state.” Peter Meyer, from EducationNext’s “Learning Separately: The Case for Single-Sex Schools”

According to noted researcher Dr. Cornelius Riordan, single-sex schooling environments produce significantly improved and positive academic outcomes particularly for low-income, “minority” students³, the very demographic Ember will serve. The research highlighting the net positive educational benefits for single-sex schools is legion, with examples of success nationwide for boys AND girls of color, from Brooklyn’s own Excellence Girls, one of the top performing schools in New York State, to Chicago’s Urban Prep Charter Academy, an all boys school that boasts a 100% college acceptance rate for the last seven years⁴. The Anew School’s single-sex model was developed after years of studying best practices from schools such as these all over the world that are highly effective at teaching students who have been deemed “at risk.”

Ember’s single-sex schooling environment for upper middle school (Grades 7 and 8), and high school (Grades 9-12) will materialize the result of these case studies and research by building on the success of these well-honed programmatic strategies in two important ways:

- 1) Ember will offer single-sex cohorts for both boys AND girls in the same school, giving us an opportunity to not only serve our entire community, but to also strategically expose our students to gender-integrated programming to proactively engage well-documented psycho-social challenges that characterize so much of adolescence, from body image to bullying, sexism to homophobia; and
- 2) Ember will infuse our single-sex schooling environment with close attention to the socio-emotional needs and development of students through our instruction centered on the Leadership Index and its core content of character, executive functioning and critical thinking skills, each which are proven to lead to increased student achievement.

Additionally looking down the road, Ember will enhance the impact of both of the above strategies by taking advantage of boarding school conditions during international travel learning

³ <http://www.ncgs.org/Pdfs/Resources/RF171-5.pdf>; and <https://www2.ed.gov/rschstat/eval/other/single-sex/characteristics/characteristics.pdf>

⁴ <http://www.prnewswire.com/news-releases/urban-prep-announces-100-of-seniors-admitted-to-college-and-launch-of-10andchange-campaign-to-refocus-the-narrative-of-black-boysyoung-men-on-positive-stories-300237717.html>

experiences to take place during students' 7th and 8th grade years, as well as in within the community-based boarding school experience we hope to build for high school. Boarding school environments provide an opportunity to greatly amplify the impact of otherwise highly effective instructional strategies by reducing external distractions and exposure to negative psycho-social narratives that can impede the development of self efficacy, agency and growth mindsets. For more information about both the international learning experiences and community-based boarding school future projects please see Attachment 10 to this charter application.

Innovative Teaching Methods

Ember will wholly adopt and utilize the same innovative instructional methodology currently employed at TFOA, which includes the following researched-based practices:

- Integrated Instruction: an approach to teaching that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts (*see* researchers John Bransford and Howard Gardner);
- Differentiation: the process of tailoring instruction to meet individual needs (*see* researcher Carol Tomlinson);
- Looping: practice of keeping groups of students together for two or more years with the same teacher (*see* Rudolph Steiner, Waldorf schools; Northeast and Islands Regional Educational Laboratory at Brown University);
- Culturally Relevant Pedagogy: an approach to teaching that endeavors to develop student self efficacy by empowering them intellectually, socially, emotionally, and politically through using their cultural referents to impart knowledge, skills, and attitudes (*see* researcher Gloria Ladson-Billings);
- Economically Relevant Pedagogy: coined and created by teacher-leaders at TFOA, this is an approach to teaching that endeavors to empower students to notice, explore and understand the interconnectivity of all knowledge, people, systems and the environment, and their collective relationship to how human beings have and will proceed to satisfy their needs and wants now and in the future;
- Inquiry-based instruction and Socratic Questioning: an approach to instruction that involves teaching through asking students an ongoing series of substantive questions as the primary instructional tool for developing the mastery of critical thinking, analysis and other higher order thinking skills (*see* researcher David Perkins; the Galileo Educational Network; CriticalThinking.org);
- Design Thinking: an instructional practice that involves using and teaching the mastery of problem solving process through a “backwards” thinking framework that demands an exploration of purpose (goals or needs to satisfy), perspective (impact on various stakeholders) and people (end users) (*see* thought leaders Tim Brown (IDEO), and Paulo Friere (Pedagogy of the Oppressed));
- Neuropedagogy: an approach to teaching that involves applying neuroscience research on the brain and learning as we attend to students’ development and mastery of executive

functioning and critical thinking skills (*see* researchers Richard Guare and Christopher Kaufman; National Center for Learning Disabilities); and

- Mindfulness and meditation: an instructional practice that involves teaching students to develop and use breathing and focused attention techniques to help cultivate and improve executive functioning skills, particularly response inhibition/emotion control, working memory and flexibility (*see* Association for Mindfulness in Education).

Professional Opportunities for Teachers

Ember will operate using TFOA’s highly innovative “Teaching Firm” model. The Teaching Firm is a unique teacher-led school model inspired by the professional partnership leadership models of law firms, and designed to transform and elevate the teaching profession by placing full-time master teachers at the helm of school organizations, dramatically improving compensation and empowering teachers to lead directly from the classroom. By adopting the Teaching Firm model, Ember provides new professional opportunities for teachers in three significant ways:

- 1) ***Unique and Transformative Career Path:*** the Teaching Firm model provides unprecedented career opportunities for teachers by providing a pathway to school leadership that does NOT require teachers to give up their teaching practice. All full-time teachers are eligible for promotion to “Partner,” the title for the teacher-leaders who are empowered by the Board to make all financial, management, operational, strategic and leadership decisions at the school. Teachers begin their career path as a Co-Teacher Apprentice. After two-three years, the top Co-Teacher Apprentices are promoted to Junior Associate. After several subsequent years of growth and successful performance, Juniors Associates can be promoted to Senior Associate, and thereafter Partner. TFOA promoted its first Senior Associate to Partner in 2015.
- 2) ***Performance-Based Compensation:*** the Teaching Firm model provides for performance-based compensation that rewards the effective exercise of autonomy, professional leadership and outstanding instructional practice, significantly increasing teacher compensation, incentivizing high performance and teacher retention. Ember will continue to build on TFOA’s strong 2015-16 results:
 - Among the lowest teacher attrition of all charter schools in New York City;
 - Positive teacher satisfaction rate of 85%;
 - Lead Teacher compensation in the top 10% of charter and district peers;
 - Teaching staff reflects community diversity (>90% teachers of color, among the highest percentage of all charter schools in New York State);
 - ELA proficiency rates match strong New York City and New York State results, with ELA rates for two-thirds of our students (4th and 5th grade) outperforming both the City and State proficiency rates; and
 - Over 90% proficiency rates on New York State Science Assessment (over 30% achieved an advanced proficiency score (4)).

- 3) ***Opportunities for Thought Leadership***: the Teaching Firm model encourages teachers to engage professional development as a means to both better serve our students and prepare themselves to affect public discourse pertaining to public education. To this end, the Teaching Firm incentivizes teachers to study, research, and eventually write, publish and speak to positively affect the public conversation on the range of issue areas connected to public education. Ember will provide teachers with professional development resources and financial incentives to publish articles and speak at conferences, forums, etc. in a manner that advances Ember’s standing as a thought leading education institution.

Expanded Educational Opportunities

Currently few public schools in Ember’s target community of Bedford Stuyvesant-Central Brooklyn offer “at-risk,” high poverty students any one of the expanded learning experiences Ember will offer. Further there are currently no non-selective public schools in Ember’s target community of Bedford Stuyvesant-Central Brooklyn that offer “at-risk” high poverty students a full constellation of holistic learning experiences. These kinds of programs are usually reserved only for students who “qualify” for and attend gifted and talented schools and programs. Ember’s model is designed to give EVERY student (GenED, SPED, ELLs, FRPL, etc.) access and exposure to ‘G&T’ learning experiences. No school in our district offers the holistic learning experiences that Ember will offer. These expanded learning experiences fall into two categories: instructional and structural.

Ember will continue to build on TFOA’s already strong instructional outcomes, combining them with our single-sex cohort approach described above under ***“Single-sex cohorts in upper middle school and high school”***. We also described our unique instructional approach in focusing on the development of self-efficacy, executive functioning and critical thinking skills. This pedagogical approach is not widely available to “at-risk,” high poverty students, even those served by charter schools.

In addition to our focus on socio-emotional development, Ember will also offer the following researched-based learning experiences widely accepted as positively impactful on student learning, especially for adolescent “at-risk,” high poverty students:

- *Design Thinking*
- *STEM instruction*
- *Integrated arts instruction*
- *Core movement and development*
- *Mindfulness and meditation*
- *Looping*
- *Inquiry-based instruction and Socratic Questioning*
- *Culturally Relevant Pedagogy*
- *Economically Relevant Pedagogy*
- *Single-sex cohorts (upper middle school and high school)*

In the future we intend to enhance the above by adding the following additional program elements:

- *Substantive and guided international learning experiences in Grades 7 and 8*
- *Residential, community-based boarding high school*

For more information about both the international learning experiences and community-based boarding school future projects please see Attachment 10 to this charter application.

Ember will provide an admission’s preference to students who qualify for free and reduced-priced lunch to the extent permitted by law, and concurrently will work hard to recruit the full range of English Language Learners and students with special needs. Upon receiving its charter, Ember will acquire all of TFOA’s students (to the extent permitted by law) and will represent expanded learning experiences for TFOA’s already significant “at-risk” population: approximately 90% of qualify for free and reduced-priced lunch; over 16% are students with IEPs; and over 10% are English Language Learners (more than 35% of students’ parents were born outside the U.S.).

C. ENROLLMENT, RECRUITMENT, AND RETENTION

Ember’s planned grades and enrollment for our admissions cycles are illustrated below:

CHARTER ENROLLMENT BY GRADE						
GRADES	LEVEL	2017-18	2018-19	2019-20	2020-21	2021-22
7th Grade	Middle School	70	80	90	90	90
8th Grade	Middle School	-	70	110	90	90
9th Grade	<i>Upper School</i>	-	-	100	110	125
10th Grade	Upper School	-	-	-	100	110
11th Grade	Upper School	-	-	-	-	100
12th Grade	Upper School	-	-	-	-	-
TOTAL		70	150	300	390	515

**Classes/grade: 4; Students/class: 7th & 8th: <25 students; 9th-12th: <35 students*

Ember remains firmly committed to continuing TFOA’s small school approach, which research has shown to boost student achievement, attendance, positive school climate and teacher satisfaction. Studies also show how small school and small class sizes such as Ember’s provide optimal environments to deploy several of the pedagogical frameworks we use (e.g. differentiation, inquiry and Socratic questioning). Our average class size for 7th and 8th grade will have no more than 25 students, while grades 9-12 will have less than 35. Combined with our unique integrated co-teaching model, these class sizes yield a student teacher ratio of less than

1:13 and 1:18, respectively. At scale, we do not expect to have more than 1200 students between the K-6 and 7-12 schools. Our small size will help us achieve an optimal learning environment. Growing one grade at a time reflects our long-term approach to sensible growth while maintaining strong school culture. Backfilling (grades 9-11) generally permits us to attend to our organizational goal of maximizing opportunities to serve as many interested families as possible.

Our choice not to backfill in 8th grade reflects our interest in maintaining strong school culture and setting our students up for success in this pivotal transition year. Similarly, if students enrolled in 12th grade, they would not have time to engage in any meaningful exposure to our holistic practices.

Application, admissions and enrollment process

As a New York City public charter school, Ember is open to all children eligible under the New York State Law for admissions to a public school; and follows all applicable state, local and federal laws in admitting students. Any child who is qualified for admission to a public school under the laws of New York State is qualified for admission to Ember, with priority given to resident students of the CSDs 16 and 13 who qualify for free or reduced priced lunch, resident students of CSD 16, returning students, siblings of enrolled students, children of staff members and students who qualify for free and reduced priced lunch outside of CSD 16 and 13, in every circumstance in accordance with state and federal law. Ember will not discriminate based on intellectual ability, measures of achievement or aptitude, athletic ability, disability, English Language proficiency, race, creed, national origin, religion, or any other grounds held unlawful for a public school. Ember shall not require any unlawful pre-condition to the acceptance of any application for admission, including but not limited to requiring parents or guardians to attend and/or participate in any meeting, interview, or facility tour.

As a second continuation charter under Education Law Section 2853 1(b-1), Ember will inherit a strong, successful and financially healthy existing organizational infrastructure, with a ready and robust population of students and families mitigating any enrollment uncertainty. This transition will be seamless, because Ember's leadership team, staff and governing body will be the same as TFOA's.

Application, Lottery and Waitlist

Families interested in enrolling in Ember will be required to complete and submit an application form. The application period will be no later than February 1 to March 31, or some comparable 60-day period before April 1st of the calendar year. Priority preferences for enrollment will be given to returning students, students who qualify for free or reduced price lunch from CSD 16 and CSD 13, students who are residents of CSD 16 and CSD 13, siblings of enrolled students, and children of Ember staff members, all to the extent permitted by law.

The application form will collect basic biographical, contact, and educational history (current school, if applicable). There are no fees associated with applying to or attending (e.g. tuition)

Ember. Applications will be available at all information sessions/open houses, on our website in both English and Spanish, or via mail by request. Staff and volunteers will be available to assist families needing help completing the application. We will also highlight our progressive inclusion policy for students with disabilities and English Language Learners in an effort to attract these children from within the Bedford Stuyvesant-Central Brooklyn communities.

In its first school year (2017-18), Ember will enroll approximately 70 students in 7th grade, with most stepping up from current 6th grade enrollment for TFOA.

If the school receives more applications than spaces available, the school will hold a public lottery between April 1 and April 15 to allocate available seats, all in accordance with all applicable local, state and federal laws. If fewer applications than spaces available are received, those families applying before the deadline (and eligible under state law) will be admitted. Additional outreach and information sessions will then be conducted and seats will be allocated on a first come, first served basis.

If such a lottery is required, after all seats are filled, all other applicants will be placed on the waitlist in lottery order or the order in which their applications are received as the case may be. Please note that a new waitlist is established under each application cycle, and does not roll over from year to year. All enrollment preferences will continue to apply to the waitlist.

Registration and Enrollment

Admitted families will be notified by phone, and will be asked to provide enrollment information including documents that will need to be completed and returned by the designated due date. Families may forfeit their enrollment if they do not submit the required documents by the due date, and the space previously held for their student will be filled from the waitlist. Once enrolled, students will continue on as enrolled students until they are officially transferred out. In July or August of each year, teachers will contact enrolled students' families for a short review and planning session for the upcoming school year. First time families will be asked to have an in person meeting.

Explicit Outreach Efforts to SWDs and ELLs

Ember will make every effort to meet the enrollment and retention targets for students with disabilities, ELLs, and students living in poverty. Currently, TFOA's enrollment, which will be Ember's inaugural student body, is comprised of a special students population that exceeds its home district CSD 16 for ELLs (10%) and those receiving free and reduced lunch (90%). Our enrollment of students with disabilities (15%) slightly lags behind CSD 16. We contend that this lag remains persistent because the reported CSD percentages for students with disabilities includes middle school, where more students have already been identified and given IEPs. Additionally, our holistic and culturally responsive pedagogical approach greatly reduces stereotype threat and thus often attenuates the need for the identification and utilization of IEPs for enrolled students.⁵

Ember will continue TFOA's practice and conduct extensive outreach activities at shelters, preschools and daycare centers throughout Central Brooklyn, which are known to have high populations of ELL and special needs students. Furthermore, Ember will continue TFOA's implementation of the feedback from its Field Outreach and Recruitment Report through which we connected with over 60 community-based organizations in School Districts 13, 16, 17, 32 including: Head Start programs, daycare centers, community centers, community centers, shelters, churches, libraries, and other organizations that serve youth in Central Brooklyn. Through these partner organizations Ember will continue to execute the following recruitment strategies:

- Continue to develop relationships with Site Directors and Key Personnel;
- Drop off school applications and informational literature;
- Schedule and execute community tablings;
- Promote open house;
- Execute storefront visibility campaign – hang 30 – 40 posters with tabs;
- Determine whether there are opportunities for school leadership to speak with large numbers of parents, and if so, schedule appointments; and
- Create Google Documents of findings.

Students with disabilities and/or special needs will be admitted using the same policies and procedures as all other students. Ember will not be aware of students' disabilities or special needs status until after admittance. Neither special needs nor disability status will affect a student's lottery standing. Similarly, we are also committed to recruiting and retaining ELL students and will have targeted recruitment strategies and develop programmatic elements specific to serving

⁵ <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4133990/>: “The fact that disproportional identification with a learning disability occurs among groups who are already socially disadvantaged – racial/ethnic minorities, language minorities, students of low socioeconomic status (SES) – is of particular concern to both educators and researchers (Anderson 1997; Coutinho and Oswald 2005; Daniels 1998; Deshler, Lenz, Bulgren, Schumaker, David, Grossen, and Marquis 2004). Disproportionality raises concerns about the validity and reliability of the label “learning disabled” (Giovingo, Proctor, and Prevatt 2005), and/or suggests that placement in special education may function as a tool of discrimination (McDermott, Goldman, and Varenne 2006; Ong-Dean 2006; Reid and Knight 2006).”

a community of English Language Learners. Specifically, we will ensure that important partner and community communication will occur in English and Spanish.

Additionally, Ember will make special efforts in our recruitment to ensure that we attract and enroll students with disabilities including: (1) printing advertisements that include specific information about Ember’s approach to special education and, where appropriate, describe the qualifications of Ember’s teaching professionals and Special Education Specialist; (2) conducting special open-house information sessions held in the community geared towards parents of students with disabilities and/or IEPs; and (3) offering one-on-one meetings between the Stakeholder Services Partner and any parent of a special education student who expresses interest in learning more about how Ember can meet the particular needs of their child. We will also inform parents that Ember will act in compliance with Section 504 of the Rehabilitation Act of 1973—Ember will designate a Section 504 Officer and form a Section 504 Committee. The 504 Officer will be responsible for addressing any 504 issues, i.e. regarding accommodations for students or their parents to receive an appropriate education, particularly making reasonable accommodations for physically disabled students, and will follow the applicable provisions of the federal ADA. Additionally, the Partners and Associates will reach out to pre-kindergarten programs that serve children with disabilities and special needs, to host informational sessions, and distribute enrollment materials.

D. COMMUNITIES TO BE SERVED

Consistent with our mission, Ember has purposely chosen to serve communities where the overwhelming majority of youth experience high poverty and are considered at risk for academic failure. This is the primary reason Ember chose to begin its work in the Bedford Stuyvesant-Central Brooklyn community. Many residents of Bedford Stuyvesant continue to labor under the debilitating factors that characterize “at-risk” populations: high poverty, unemployment, single-caregiver families, teen mothers, absent fathers, high incarceration rates, parents with limited education, non-English-speaking homes, drug addiction, violence, obesity, untreated trauma and other negative physical and mental health indicators—the list goes on. The student population in Bedford Stuyvesant is made up predominantly of youth of color: according to the most recent available statistics (from federal, state and local sources), approximately 75% of the people in this community under age 18 are African-American, and 20% are Latino. The unemployment rate in Bedford Stuyvesant is more than three times the overall rate of New York City. Less than 12% of adult residents have a college diploma; nearly 40% lack even a high school diploma. The median household income is less than \$35,000 (53% of all youth under 18 live below the poverty line). Consequently, we intend to serve the most underserved students and families in Bedford Stuyvesant. To this end, we intend to give preference to students that qualify for free and reduced lunch residing within both CSD 16 and CSD 13, which together comprise the vast majority of the Bedford Stuyvesant community.

Bedford Stuyvesant continues to include a large concentration of public housing projects (among the most in New York City)—a 2008 report by the Furman Center for Real Estate and Urban Policy at NYU Law revealed that by Grade 5, the academic achievement of children living in these buildings continues to significantly lag behind their peers.

Throughout New York City the demand for new charter schools remains extremely high. In a recent report, the NYC Charter Center found that the waiting list for students to attend charter schools stands at 163,000, and is rising. According to a recent report from the New York City Comptroller’s Office assessing the capacity projections for the borough’s traditional public schools, current plans have failed to account for the significant population growth projected for the Bedford Stuyvesant community. While the Comptroller’s Office report found that the population can be expected to grow by 16.5%, the Department of Education plans for no additional schools to be constructed, and has significantly underestimated the need for additional seats to serve students in our community.

Additionally, traditional public schools in CSD 16, which encompasses a significant portion of Bedford Stuyvesant, continue to under-serve the children from this community. For school year 2015-16, 76% of 8th Grade students failed to achieve basic proficiency in English Language Arts (ELA), while nearly 83% of 8th Grade students failed to achieve basic proficiency in Math. This stark reality is best illuminated when examining the performance of students enrolled in the traditional district school with whom TFOA is currently co-located: only 10% of students achieved proficiency on ELA assessments, and only 4% achieved proficiency in Math (in contrast TFOA’s students achieved proficiency rates of 38% in ELA and 19% in Math).

E. PUBLIC OUTREACH

We will continue to engage in extensive and ongoing public dialogue with our core stakeholders and community members in NYC CSD 16 about Ember. In fact, some elements of the educational and structural design for the proposed new charter for Ember came directly from the several design thinking community conversations the teacher-leaders had with parents, students and community leaders over the course of the last two years. We focused on our current school community, solicited and received input from the broader Bedford Stuyvesant-Central Brooklyn community, and began the process of community engagement regarding our growth and evolution more than 24-months ago. Initially we convened a public community meeting to solicit responses to the central question: “what kind of educational opportunities would you like for us to provide for your children?” The answer drove the evolution of our proposed charter design.

Subsequent to this initial meeting, we continued to meet with families and community members, engaging in an ongoing series of meetings centered around the responses we received from our core stakeholders on this topic, honing in on the most important education program elements that emerged again and again. These program elements included the following design elements:

- Expand our model to middle and high school;
- Increase development of socio-emotional health;
- Expand our focus on development of high self-esteem and independence;
- Expand focus on students' future career and economic success opportunities beyond college;
- Provide access to improved facilities, 21st century-ready building to support and spur the development of 21st century skills (particularly entrepreneurship);
- Create opportunities to explore and experience the arts, culture and history of the Diaspora;
- Provide opportunities to connect learning to real world applications;
- Facilitate integration of student culture and history into everyday instruction;
- Expand development of leadership and service opportunities; and
- Provide opportunities for travel and exposure to the global community and economy (especially international travel).

All of the feedback from our community outreach sculpted the Ember Charter School proposal outlined in this charter application. Community support for Ember is very strong. We have the vocal support of our local community leaders and TFOA's parents (*see* attached exhibit "Evidence of Community Support"). Indeed over 90% of TFOA's parents expressed strong support for Ember Charter School's proposal.

Following our community conversations and subsequent design meetings, we conducted a telephone survey of several hundred families about their support for the core Ember proposal, the result of which revealed an overwhelming appetite and demand for the growth and expansion of TFOA's school programs. Over 90% of families responded, and over 90% of those responses were positive. Concurrent with this outreach, we also engaged local leaders in our Central Brooklyn community to garner their input and feedback to help craft our proposed charter design. The responses from our local elected and nonprofit leaders has been similarly enthusiastic, resulting in widespread support and excitement for our plan to use our educational programs to drive economic, civic, social and cultural development in our Bedford Stuyvesant-Central Brooklyn community. Our proposed charter design is materially responsive to the most requested design elements from our community engagement. As evidence of this, and our ongoing outreach to the community, we have attached in an exhibit as "Evidence of Community Support," which includes among other items:

- Sample advertising materials announcing the various community meetings;
- List of regular parent participants of the committee formed out of these meetings;
- Screenshots of website announcements soliciting ongoing feedback from the public; and
- Letters of support from parents and local community leaders.

F. PROGRAMMATIC AND FISCAL IMPACT

Beginning in school year 2016-17, and based on current data provided by New York City's IBO, the New York City Charter School Center, and the New York State Department of Education,

Ember will receive approximately \$13,777 for each enrolled student. If disparities between charter school funding and traditional public schools remain constant, where charter schools were provided approximately 77% of what their traditional counterparts received (\$13,777 as compared with \$17,928 in 2014-15—a likelihood increased significantly by the combination of the Fair Student Funding formula and the City’s recent significant contributions to traditional school’s teacher compensation and pension payments, which will yield significantly higher funding levels to traditional public schools who serve similar “at risk” populations to those Ember will serve), then New York City school districts will spend more per pupil on similarly situated students in 2016-17.

Based on these numbers, the school district will retain approximately \$4,151 for each student who will be attending our charter school. Even with the opportunity to receive facilities financing of \$2,775/student for the new and expanding grades for our school, that still leaves a gap of \$1,376/student. As a result of the collapsing of TFOA into Ember, we will uniquely start our charter with 564 students already in Grades K-6. Accordingly, during the 2016-17 school year, and every year thereafter, it is projected that the school district would be required to transfer \$9,335,328 to our charter school while retaining \$776,064 for students it no longer has the responsibility for educating. Assuming a conservative yearly increase of 3% for the New York City School District, the following chart highlights that our budget will represent no greater than 0.052% of the overall New York City School District budget. Projecting these figures for the first five years of operation in today’s dollars shows the following impact to the school district:

	Year 1	Year 2	Year 3	Year 4	Year 5
Maximum Enrollment	564	657	742	855	968
TFOA Funding	\$9,335,328	\$10,874,664	\$12,281,584	\$14,151,960	\$16,022,336
NYC District Funding	\$27,600,000,00	\$28,428,000,000	\$29,280,840,000	\$30,159,265,200	\$31,064,043,156
TFOA as a % of the NYC District	0.034%	0.038%	0.042%	0.047%	0.052%
District Retention	\$776,064	\$904,032	\$1,020,992	\$1,176,480	\$1,331,968

As you can see, we do not anticipate having any significant fiscal impact on the New York City School District, or any other public school district. The Charter Schools Act requires that admission preference be given to students from the local school district in which the charter school is located. While we are requesting an exemption to offer an admissions preference to students who qualify for free and reduced-price lunch from both CSD 16 and 13, we do not anticipate enrolling any students from outside the New York City School District boundaries (although we fully recognize that there may be a few instances where this does occur, and we will work with the district and notify our chartering entity of unanticipated impact upon other

area school districts).

Concerning area private schools, we do not anticipate significant enrollment from students formerly attending these schools, since the overwhelming majority of students who qualify for free and reduced-priced lunch in CSD 16 and 13 are enrolled in public schools. Additionally, as Ember will be a public school, it is unlikely that we will attract families from existing parochial schools, as we will not provide religious instruction as part of our educational program.

The programmatic impact on existing schools will be minimal, if any at all. Enrollment for the charter school at its largest is projected at 1170 students, while the New York City School District serves approximately 1.1 million students across 1700 schools. Accordingly, enrollment at our charter school will be far less than 0.106% of the total enrollment for the district, and it is highly unlikely that the enrollment at this charter school alone will have a substantial fiscal impact on the New York City Department of Education.

Ember will continue TFOA's efforts to cultivate and maintain a professional working relationship with the local school district. We truly believe that a cooperative educational marketplace, particularly one that serves a student body with few economic resources, can have very positive impact on the district's schools –and on area nonpublic schools too– inspiring the district to examine its organizational structure, pedagogical practices, etc. in order to better serve children. Ember looks forward to continuing the conversation among educators serving students in the community, and will look for every opportunity to learn from and share with leaders, teachers and staff from area schools and the district.

SECTION II. EDUCATIONAL PLAN

A. CURRICULUM AND INSTRUCTION

Like TFOA, Ember's teaching professionals will create the vast majority of curricula resources used to implement our common core-aligned, inquiry-based, integrated and culturally responsive curricula. These materials are created during the summer prior before the start of the school year in an authentic process that involves the entire Ember instructional team (including learning specialist and mental health professionals from the Dean's Team). These materials include our Leadership Index, academic rubrics (for ELA, Math, Science and Social Studies), and our programs of inquiry, master documents that coordinate the interconnection of critical thinking skills and core academic content. We have included below samples of each of these teacher-created curriculum materials to provide concrete examples of how we have operationalized the various instructional frameworks we will use (discussed earlier in Part I).

Also, below are brief descriptions of several influential curricular programs from which our teaching professionals draw on to aid in the development and implementation of our inquiry-based and thinking skills integrated curriculum. Ember's teaching professionals will select similar common core-aligned texts, materials, and software, which are developmentally

appropriate for students. Lead by the Partners, Ember's teaching professionals will engage in a process of developing and refining all of these curriculum materials.

English-Language Arts (Reading)

The foundation of our literacy instruction will involve the development and practice of reading and comprehension skills from the both Visualizing and Verbalizing (V&V) approach and critical reading and analysis (CRA) applied to the exploration of authentic text. V&V asks students to practice creating mental images of what they read to build vocabulary, while CRA requires students to use questioning to develop understanding. Instruction will occur primarily in small groups with guided inquiry. Mini-lessons may be used to provide a brief introduction to specific skills each day. Guided Reading groups will be flexible by design, changing as often as necessary in order for groups to be specific enough to target needs. Assessment practices, such as checking for reading behaviors or checking for understanding are built into this curriculum approach. In order to ensure that students are on track, Ember will administer the DRA2 a minimum of 4 times a year.

ELA (Reading): Specific Support for ELLs

The structure of our reading curriculum provides a great deal of support to our English Language Learners. During the Professional Development Lab block following the ELA-Social Studies period, students will have opportunities, through peer discussions, to apply what the teacher and students modeled. They also have an opportunity to work one-on-one, or in small groups with the Apprentice or Lead. Through these interactions, Native English speakers can provide models of language patterns for the English Language Learners in a lower-stakes setting. In addition, alternate lesson strategies (e.g. use of manipulatives, hands-on activities, sorting and classifying activities, real life examples, etc.) will be available to teachers.

English Language Arts: Writing

We want to develop students who are active, critical readers, who can convey their experiences, thoughts, and opinions both orally and in writing. In order to accomplish these goals, we draw on writing programs that:

- Teach writing as a process;
- Offer students frequent opportunities to write;
- Give students a framework through which to assess their own writing;
- Teach writing mechanics as a part of writing process;
- Emphasize the reading-writing connection; and
- Give teachers and students structured learning opportunities with flexibility to incorporate/share culturally relevant experiences.

Students are encouraged to develop writing products through several stages: prewriting, drafting, revising, editing or proofreading, and publishing. Research suggests that when writing is taught as a process, student achievement increases. Students are given the tools to evaluate their own

writing by learning the six-traits model to identify strengths and weaknesses. The six-traits of good writing are stimulating or interesting ideas, logical organization, engaging voice, original word choice, good sentence flow, and correct writing mechanics.

Social Studies

Ember’s social studies program prepares students to meet or exceed NY State standards. We will use the common core-aligned curriculum presented in the NY State Social Studies Frameworks and the NY State Common Core Curriculum. NY State teachers built the Common Core Curriculum over time, and it is complete in its coverage of the standards. We especially appreciate its interdisciplinary approach, connecting content and skills, particularly English-Language Arts. With its use of Common Core suggested content and organizing questions, our social studies curriculum highlights connections to students’ cultural heritage, and encourages in-class exploration and analysis of peers, families, communities, and countries of origin. Moreover, Ember’s use of the NY State Common Core Social Studies in concert with our integrated and inquiry-based approach, allows our teaching professionals to develop a plethora of resources aimed at empowering and assessing students. Through our social studies curriculum, we will deeply and strategically deploy our culturally-responsive pedagogical tools, to ensure that our students find multiple connections to their histories and cultures.

Math

We believe that it is crucial for students to have strong conceptual understandings in mathematics in order to be successful in high school and college. Students must also develop strong procedural competency as math concepts become more complex. One of the tools we will use to develop teacher-created materials will be Pearsons EnVisions, an example of common core-aligned standards based materials, which provides students with multiple pathways to a concept, from the workshop model for concept introduction to manipulatives that personalize understanding.

EnVisions is aligned with New York State Common Core Standards, as well as National Council of Teachers of Mathematics (NCTM) standards. It consists of a series of units that use an investigative approach to developing mathematical concepts within the areas of numbers and arithmetic, geometry, data, measurement and early algebra. EnVision’s content and materials make it ideally suited for the Math-Science interdisciplinary period, presenting challenging yet engaging content to help students develop flexibility and confidence in solving math problems. EnVisions deploys its program through “investigations” and exploratory activities allowing students to explore multiple paths toward solving problems through modeling, drawing, writing and discussion.

While English will be the primary language for instruction during the STEM, we will use our sheltered English strategies to provide ELLs with supports as they acquire English language skills, as conceptual understanding in mathematics is not necessarily dependent upon fluency in

English. We will also ensure that some of the STEM concepts are revisited in the Spanish class to provide our native English speakers with exposure to Spanish in core disciplines.

Science

Ember has chosen a science program that at its core develops students' understanding of the process of inquiry, including prediction, compare and contrast, induction, deduction, etc. The Full Option Science System (FOSS) engages students in inquiry-based learning in a manner that enables students to construct an understanding of science concepts through their own investigations and analyses using laboratory equipment, student readings, and interactive technology. The FOSS materials are also closely aligns with supporting and complementary Math concepts and skills.

Foreign Language (Spanish)

All students will receive instruction in Spanish four days per week for 45 minutes each day or 180 minutes total per week. Our goal is enable our students to attain appropriate proficiency by the time they graduate from fifth grade. Deployed primarily through a combination of direct instruction and guided language lab using a digital web-based platform (e.g. Rosetta Stone), not only will students have the opportunity to learn the language, they will explore and cultivate an understanding for the various cultures of people who speak that language as their principal means of communication. Our focus on Spanish was a strategic decision because Spanish speakers not only make up a significant portion of the inner-city population in which our students live, but it is also spoken in one of the fastest growing portions of the globally economy: Central and South America. The use of the digital web-based platform and guided language lab approach also permits students who progress quickly and/or already have strong skills in Spanish to learn at least one additional language.

Integrated Art, Music, Health and Physical Education (PE)

While teachers will be required to utilize the arts, movement, etc. to enhance instruction in the core disciplines, students will explore the history, product, process and/or practice of the arts and cultural health and physical disciplines through their Arts, Health and Physical Education classes. Using the program "Blueprint for the Arts," an evolving curricular framework aligned to the NY State standards, teachers will have a ready "blueprint" for engaging visual arts, dance, music (instrumental and choral), and theatre arts. Health will be taught in conjunction with both Science and Physical Education (as appropriate), and Family and Consumer Sciences will be taught in conjunction with Science.

Personalized Learning

In addition to the above, we will also utilized a comprehensive set of digital, web-based learning platforms to enable us to further differentiate and personalize learning for students. To support critical reading skills these platforms include "Ready Theory" "Flocabulary" "Reading A-Z and Raz-Kids" and "MySciLearn". To support math skills development, these platforms include "Maths Pathways" "EnVisions" "iXL" and "Khan Academy". To support foreign language skills

development, these platforms include “Rosetta Stone” and “Rockalingua”. To support executive functioning and logical reasoning skills, these platforms include “MySciLearn” and “Brain-it-On”. To support instruction, we use the dynamic student response systems of “Socrative” and “ClassFlow” in concert with our smart boards, tablets and laptops.

Leadership: Character, Critical Thinking and Executive Functioning Skills

As initially discussed above, Ember will use instruction centered on TFOA’s unique Leadership Index⁶ to continue and deepen our work and focus on developing our students’ strong sense of: 1) positive self-identity as a person with full agency; 2) self-love; and 3) knowledge and practice of the habits of mind that drive an analytical mindset. Inspired in part by the University of Virginia’s Classroom Assessment Scoring System⁷ (“CLASS”), the Leadership Index is a socio-emotional, critical thinking and pro-social skills content framework and attendant rubric designed by TFOA’s teacher-leaders to be both explicitly taught and integrated into instruction across all academic and non-academic domains. By using inquiry and mindfulness practice to teach mastery of the explicit behavior and thinking skills actions outlined in the Leadership Index, and integrating this instruction into and across the academic, creative and non academic curriculum, we have been able to help students in their ongoing development and strengthening of a growth-, culturally-competent, and analytical mindset necessary to achieve ever more positive academic and social-emotional health. Through ongoing tracking and quarterly measurement of students’ anecdotal progress along the developmental range from “Dormant” to “Developed” on our Leadership Index Rubrics (see example below), we court the increased student achievement outcomes discussed below by attending to our target population’s oft ignored socio-emotional needs. Ember will adopt and build on TFOA’s current instructional practice and pedagogical approach to commit at least 7.25 hours of instructional time per week to the focused and explicit instruction centered on these skills.

B. SPECIAL STUDENT POPULATIONS AND RELATED SERVICES

Methods, Strategies and/or Programs for “At-Risk” Students

Ember is a charter school designed to address the needs of “at-risk” students, and we expect that a full 95% of our students can and will be identified as “at-risk.” While our goal is to construct an instructional environment to specifically address the needs of this population, we intend to use a Targeted Assistance Program (TAP) to deliver supplemental academic assistance to students identified as at risk of failing in accordance with NY State academic content and performance standards. Students will be identified for participation based on their performance on the most recent administration of the state assessments, CTP, and internal teacher created assessments. Similar to the process for identifying ELL students, cut-off points will be established in both the Reading/Language Arts and Mathematics portion of the various aforementioned assessments. Students who perform below those established cut-off points will be required to participate in the

⁶ See above in Section I. B: Key Design Elements, p.9-11

⁷ <http://curry.virginia.edu/research/centers/castl/class>

TAP program, where a specific academic enrichment and support plan shall be developed for them by their Lead classroom teacher in consultation with the Special Education & Learning Specialist, as well as the members of their Schoolhouse Practice Team. Other factors, such as behavioral issues or teacher recommendation, may be used to place a student in the TAP program when his/her scores may not indicate they are in need.

Throughout the year, teachers will monitor and evaluate the progress (or lack thereof), of TAP students not only by the latter's performance on unit and section summative assessments, but based on daily class work, substantive participation, written work and any formative assessments given. Teachers will be expected to modify daily lesson plans and instructional strategies, and utilize the daily Professional Development Lab periods to provide targeted remediation and/or instructional support to such students one-on-one or in small groups as appropriate. Each TAP student's overall performance will be measured using the data from the state assessments, CTP, and internal teacher created assessments (and/ or DRA2 with respect to literacy), administered during the year, allowing the teaching professional to monitor the progress (or lack of progress) overall, and to identify particular areas in which extraordinary support or remediation might be needed.

In addition to the Target Assistance Program, we plan to support "at-risk" students using the following strategies and tools already built into the praxis of our school. Our institutional and pedagogical approach is designed to ensure that all students, including those students most at risk for academic failure, will be able to meet the State's content and performance standards. In particular, the following elements of our school model are specifically intended to preemptively address these students:

ICT-Differentiated Instruction

Providing academic experiences with high-quality educators is our primary mode for making progress with all students. Every effort will be made to ensure that classroom time is used effectively for every student, achieved primarily through our use of our Integrated Co-Teaching (ICT) classrooms for every student. This effort begins with hiring highly qualified and talented teachers, and continues with professional development practices that emphasize professional excellence in designing and executing lessons that are differentiated to individual student needs and based on analysis of formative and summative assessment data.

Teachers will have daily opportunities to convene within their Grade Level and Schoolhouse Practice Teams (the professional development group consisting of the supervising Partner, one Senior Associate and two Junior Associates) to review the progress of all students within their cohorts, including "at-risk" students. Should the academic progress of any student fall short of expectations, the educators can strategize and consult with the student's stakeholders (e.g. teachers, social workers, caregivers, etc.), in order develop an intervention and support plan.

The following individualized actions can be implemented:

- Students can receive after school homework support and tutoring;
- Additional one-on-one or small group meeting with a Learning Specialist and/or Social Worker;
- Small group and one-on-one instruction during Professional Development Labs; and
- Referrals to external out of school time programs (e.g. Lindamood-Bell Center; NYU Child Study Center, etc.).

Professional Development Lab

Ember uses two Professional Development Lab (PDLab) periods (one following each interdisciplinary content period) throughout the instructional day to provide further differentiated academic instruction and academic support and/or enrichment to students. PDLabs are core academic instructional periods that provide an opportunity to further hone in on students' individual learning styles and to address particular academic needs. These periods allow teaching professionals and their instructional aides to work one-on-one, with small groups, and facilitated collaborative group work, all enhancing the impact of teacher attention on individual students. Individualized courses of study to address particular weaknesses can be implemented and tracked during this time, cultivating the student-centered nature of our pedagogy to ensure that no student falls through the cracks.

AM & PM Leadership Seminar: Better Choices, Better Chances

Each week over 7.25 hours of instructional time (90-minutes per day Monday-Thursday, and 1.25 hours on Friday) is dedicated to leadership development and academic enrichment through our Leadership Seminars (AM and PM). Principally centered on instruction through our Leadership Index⁸, these program elements allow us to focus squarely on cultivating in students' those attributes that drive excellence and high achievement (e.g. high self-esteem, confidence, initiative, good judgment, strong character, and willing/desire to help others and being outspoken, responsible, independent, a critical thinker, patient, empathetic, motivated, diligent, honest, and courageous), while simultaneously making learning fun and engaging. During the Leadership Seminars, teachers will implement a self created and tailored deployment of creative instruction aligned to the Leadership Index, our custom socio-emotional, cognitive skills framework inspired by the University of Virginia's Classroom Assessment Scoring System (CLASS) and the University of Pennsylvania's Resiliency Project curriculum.

C. ACHIEVEMENT GOALS

Ember students will meet or exceed community district schools on the New York State ELA and Math examinations. Ember has high expectations for its students and teachers, and as such we set our student achievement goals to be competitive with the surrounding top-performing schools. We have established these basic goals in a manner that is attainable and measurable in accordance with State standards and assessments:

⁸ See above "Section I. B: Key Design Elements"

1. Each school year, where applicable, students in Grades 3rd through 8th who have been enrolled at Ember for two or more years will outperform our community district's proficiency average on the New York State ELA and Math examinations.
2. Each school year, where applicable, students in 4th and 8th Grades who have been enrolled at Ember for two or more years will outperform our community district's proficiency average on the New York State Science examinations.
3. Each school year, where applicable, students in 9th through 12th Grades who have been enrolled at Ember for two or more years will outperform community district passage averages on the relevant Regents examinations or an equivalent alternative assessment (as defined under New York State Education guidelines).
4. Each year, Ember will be deemed to be in "good standing" in accordance with AYP.

D. ASSESSMENT SYSTEM

Ember will be a charter school built around the provision of high-quality instructional service. Each year Partners present to the Board of Trustees a Goals and Objectives (GO) Plan, which outlines, among other things, all of the proposed student achievement goals for the year. The Board of Trustees must directly approve the GO Plan. The Board of Trustees shall hold the Partners collectively accountable for meeting the student achievement goals for the year.

The Partners make quarterly reports to the Board on the school's progress towards the GO Plan goals. This report includes feedback on Partners' individual schoolhouses, as well as reports on the effectiveness, concerns, etc. of each Partner's direct instructional reports (Associates, Learning Specialist, Foreign Language Instructors, TAs, etc.). Annually, the Board evaluates the Partners based on the academic performance of the students in the Partners' individual schoolhouses, the performance of their direct reports and Ember's overall performance as a whole, and will make compensation, bonus and employment decisions based on this data. Similarly, the Partners hold the Associates, Co-Teacher Apprentices, instructional and operational support staff accountable for both the student achievement and stakeholder service goals of the various schoolhouses, as well as the collective performance of their Schoolhouse Practice Team. This structure incentivizes every Ember professional to ensure that every professional, and therefore every student, is succeeding.

Assessments and the Instructional Program

During the school year, the teaching professionals are engaged in an intense cyclical process of planning, teaching, assessing, adjusting, teaching, etc., (like our students: "learn, try, make mistakes, practice, learn and get better and better"), driven in significant measure by the data gleaned from student assessments (diagnostic, formative and summative). As the test results reveal student strengths and weaknesses, teachers have sufficient data to make precise adjustments, and thanks to small class sizes, strategically differentiate their lesson plans. Teachers have the opportunity to plan and consult with their fellow educators as the schedule

carves out blocks of time every day for professionals to meet within Schoolhouse Practice Teams. This regular interaction not only increases collegiality, but also facilitates teacher collaboration on best practices and methods for differentiating instruction. Teachers are armed with regular data and feedback as they set out to make ongoing adjustments to their instructional practice, to take into account the results of their students’ assessments, and tailor a program that helps the students gain mastery of the material.

Each teaching professional is also able to draw on the guidance and support of the Special Education/Learning Specialist, Foreign Language/ESL-ELL Instructor and the mental health professional from the Dean’s Team to inform their instructional planning and practice. Lead Teaching professionals have the assistance of their instructional teams (Co-Teacher Apprentices, paraprofessionals, instructional interns, etc.) to help further differentiate for students on an individual basis as assessment results might indicate. Every teacher has ample opportunity throughout the day to examine assessment data and shape their lesson plans accordingly. Additionally, they have the use of the Professional Development Lab periods following the interdisciplinary content periods to further differentiate instruction for their students as dictated by the assessment data, particularly where students may need additional time and support to gain mastery of skills and/or content.

Assessment Chart

Ember will administer all required New York State and ESEA assessments as applicable. All students with disabilities will take New York State assessments except in cases where the Individualized Education Program (IEP) developed by the Committee on Special Education (CSE) of the students’ district of residence determines that such students cannot participate in regular state assessments. In these instances, the New York State Alternate Assessment (NYSAA) shall be administered as required by law.

Assessment	Grade	Subject Areas	Purpose	Frequency	Time
CTP 4 (ERB)	2-8	Reading/Language Arts Word Analysis; Vocab; Language Mechanics; Mathematics; Quantitative Reasoning	-Programmatic Evaluation; Measurement of Overall Student Growth	1 x per year	June
Required New York State Assessments	3-8	ELA	-Program Eval -Measurement of Student Growth	1 x per year	April
	3-8	Math		1 x per year	May
	3-8	NYSAA (where applicable)		1 x per year	April
	4 & 8	Science		1 x per year	Nov
	K-8*	NYSESLAT & LAB-R		Various	Various
9-12	Regents Exams AP Exams (where applicable)				
Developmental Reading Assessment	K-8	Math Science ELA	-Track skills -Inform instructional	4 x per year	Oct Jan Apr

(DRA2)		Social Studies	strategies -Communicate progress		June
Teacher created Interim Assessments	K-12	ELA, Math Science, Social Studies	-Track skills -Inform instruction -Communicate progress	4 x per year	Oct Jan Apr Jun

Rationale

We chose the above assessments because collectively they provide teachers with the metrics they need to ascertain whether (or not) their instruction is accomplishing their tasks to the levels established in the GO Plan, and required by the State of New York. We recognize that no one test will provide us with all of the information we need, and certainly would not do so in a manner timely enough for teachers to adjust programming and practice. Thus, we have chosen several assessment devices (diagnostic, formative and summative), each providing an effective instrument in guiding and informing instruction in ways that will enable high student achievement and success.

Schoolhouse Assessments

In addition to school-wide diagnostic assessments, teaching professionals in every schoolhouse use a variety of tests, quizzes, essays, projects, and homework assignments to evaluate students’ work. Teachers will work collaboratively within Schoolhouse Practice Teams and across grade cohorts to develop these assessments. Teaching professionals will develop assessments to make sure that they appropriately drive the student achievement goals highlighted in the GO Plan. Since teachers design lesson plans focused on mastery of specific skills and/or content areas, they will be expected to develop and use summative and formative assessments to provide them with the appropriate feedback on whether their instruction has been effective.

We also recognize teachers have some work to do to overcome the well-documented fears and frustrations our target students will have with standardized testing. We have implemented a two-pronged strategy to address this challenge, one that seeks to eliminate the “unknown” factor of testing, and one that seeks to make evaluation and assessment more fun and exciting. As to the former, we sought to model some of our internal and informal teaching professional-created tests on the same format as the state assessments. We believe that this approach provides our students with more exposure to this testing format, and demystifies what can be a frightening and an intimidating event. As to the latter, we will use our “Schoolhouse Rocks! Olympics” academic competition to simulate the multiple choice test taking, and associate it with challenging fun. Our long-term goal is to eliminate our students’ fears surrounding these tests by imbuing in them the confidence that comes with great knowledge and success. We believe that these strategies are useful.

E. PERFORMANCE, PROMOTION, AND GRADUATION

Performance

Ember's use of "looping" affords us the opportunity to be skill specific with respect to promotion. Students and families will be informed that absent an IEP that specifically outlines differentiated and developmentally appropriate outcomes, students who have not demonstrated mastery of a skill and/or a content area will be considered a candidate for retention. In each subject area, a student performing at or above an average equivalent to the 70th percentile based on scores from our normative and summative assessments will have demonstrated mastery in that area of content.

Promotion

To earn promotion to the subsequent grade, students must demonstrate mastery of their current grade-level Common Core State Standards as well as the grade appropriate skills. Readiness for promotion will be determined using the student's classroom grades, assessments, and/or input from the school's Learning Specialist.

Graduation

Ember's high school students will be deemed ready to graduate when they have fulfilled the fundamental graduation requirements required by NYS Regents.

Assessment

Ember's use of assessments is guided by the belief that teaching, learning and assessment are interdependent. Our teaching professionals will design our interim assessments, like our curriculum, to incorporate a variety of methods, to be relevant, and to motivate students. They are tools utilized in the appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world.

Ember's teaching professionals will create Interim Assessments ("IAs") for ELA, Math, Science, and Social Studies. IAs for each previously mentioned subject will be administered at the end of each quarter. Ember's IAs will be used to monitor each students' academic development in each core subject area. Our IAs are aligned with Common Core Standards.

Upon completion of administering IAs, each grade level team meets to discuss student performance on each IA. During these meetings we will discuss class-wide and individual student performance on standards as well as next steps. Following these grade level team meetings, there will be a school-wide meeting called Instructional Methods and Professional Practice (IMAPP). During these IMAPP meetings, DRA2 and Interim Assessment results, and next steps to support student progress will be discussed.

NYS Examination Requirements (as of 2015)

	Regents Diploma	Advanced Regents Diploma
MINIMUM REQUIREMENTS		
English Language Arts (ELA)	65+	65+
Math Including at least 2 credits of advanced math (e.g., Geometry or Algebra II)	65+ on one math exam: <ul style="list-style-type: none"> • Algebra I, • Geometry, OR • Algebra II 	65+ on one math exam: <ul style="list-style-type: none"> • Algebra I, • Geometry, AND • Algebra II
Social Studies	65+ on one social studies exam: <ul style="list-style-type: none"> • US History OR • Global History & Geography 	65+ on one social studies exam: <ul style="list-style-type: none"> • US History OR • Global History & Geography
Science	65+ on one science exam: <ul style="list-style-type: none"> • Living Environment, • Earth Science, • Chemistry OR • Physics 	65+ on one science exam: <ul style="list-style-type: none"> • Living Environment, • Earth Science, • Chemistry OR • Physics
Languages Other Than English	Not required	65+ on one NYC LOTE exam
+1 Option	65+ on any additional Regents exam or State-approved +1 assessment	65+ on any additional Regents exam or State-approved +1 assessment

F. SCHOOL SCHEDULE AND CALENDAR

Ember’s school year will run for a maximum of 192 days (inclusive of potential snow days), approximately 11 days longer than the traditional New York City elementary school. Ember will provide approximately 12 hours more instructional time per week than the traditional New York City elementary school.

A typical day (Monday-Thursday) for a **student** will run from 7:45am-4:00pm (8.25 hours), and shall include:

Six interdisciplinary content periods (3.0 hours):

- Two Math & Science Interdisciplinary blocks (STEM) (60 minutes): subject areas covered: Math, Science, Technology, Health, Economics (Family/Consumer Science, Financial Markets, etc);
- Two English-Language Arts & Social Studies Interdisciplinary blocks (ESA-Humanities) (60 minutes); subject areas covered: ELA, Social Studies, Career Development and Occupational Studies, Economics (Family/Consumer Science, Historical Financial Markets, etc.); and
- Two interdisciplinary content instructional laboratory blocks (1 hour): a 30-minute portion of each STEM and ESA-Humanities block will be dedicated to our “Professional Development” (PD) Labs (opportunity academic instruction in small and independent working groups, focus

on differentiated instruction, collaborative work, and tailored academic support, enrichment and/or remediation for special and general education students as needed).

Two social-emotional, executive function and critical thinking skills development periods (1.5 hours)

Two 45-minute instructional periods (Leadership Seminar (AM & PM)); at the beginning and end of each day, workshop instruction will focus on development of social emotional, executive functioning and critical thinking skills embedded in the Leadership Index.

Three holistic instruction periods (2.25 hours)

- One 45-minute Phys Ed/Health period (soccer, mindful yoga, dance and core training)
- One 45-minute Integrated Arts period (visual, music, hip-hop, drama, etc.)
- One 45-minute Foreign Language-Global Studies (FLGS) period (language lab)

Fridays

On Fridays we will dismiss students at 12:30pm. In order to accommodate our early dismissal, there will be no holistic instructional periods. The Friday schedule will require the Lead and Apprentice teachers to provide formal instruction for the two core academic blocks: one ESA block (60-minutes) and one STEM block (60-minutes), each accompanied by a PD Lab (60-minutes). Students will also have 1.25 hours of instruction in the leadership, socio-emotional, executive functioning and thinking skills development.

Teaching Professional Schedule

A typical day (Monday-Thursday) for a teaching professional will begin at 7:15 am with their arrival, and end (formally) at 5:30pm. Three times a week the teaching staff will attend mandatory professional development. In alternating weeks, lead teachers meet as a team to discuss concerns, review mandatory staff-created recordings of lesson implementation, and collaborate in the development of school-wide best practice approaches to management, assessment, lesson development and implementation. In alternating weeks, Co-Teacher Apprentice Meetings will be held. During these meeting, apprentice teachers will meet with the Partners as a team to discuss their role as co-teachers, best practice approaches to co-teaching, possible avenues of collaboration amongst apprentices, as well as juggling work and school. Additionally, they will review mandatory staff-created recordings of lesson implementation, and review school-wide best practice approaches to management, assessment, lesson development and implementation.

Lead Teachers will receive 3.25 hours of prep time Monday-Thursday for lunch, planning, collaboration and administration. These will take place during the periods dedicated to student lunch-recess and holistic instruction (Integrated Arts, Physical Health Ed and Foreign Language Global Studies). Co-Teacher Apprentices will have 2.25 hours of prep time for similar usage. Monday-Thursday Partners will be “on-call” during their prep periods, with coverage available by at least one Partner throughout the school day.

Every Friday, the entire teaching staff will meet as a team for school-wide professional development for five hours each week. A member of the senior teaching staff, guest facilitators, or the Partners may conduct this professional development. All professional development is tailored to meet the specific needs of the teaching staff, as deemed necessary by the Partners or as requested by the teaching professionals. This will often include, but is not limited to, professional development concerning the use of Neuropedagogy, Mindfulness, integration, critical thinking skills, Culturally Relevant Pedagogy, the Leadership Index, and inquiry within the teaching practice.

G. SCHOOL CULTURE AND CLIMATE

We believe that a positive, robust, dynamic and ubiquitous school culture can and will drive achievement for teachers and students. It is here that our Leadership Index⁹ is most noticeably and explicitly put into practice by both students and staff. In its most effective manifestation, school culture goes beyond mere behavior management and student disciplinary guidelines to encompass the opinions, beliefs and behavioral expectations students and teachers have with respect to themselves, class and schoolmates; teachers and auxiliary staff; and the world outside of school (home, neighborhood, city, country, etc.).

Our school culture and behavioral Management Policy is based on our holistic, student-centered approach, rooted in the cognitive theories of Constructivism and Choice Theory, and ultimately framed in the unique language of our Leadership Index Rubrics (please see attached). Together, these components provide the underlying rationale for the tailored decision-making that occurs with respect to both major and minor behavior matters involving students.

Viewed and utilized in this manner, school culture can be a powerful engine for propelling the entire schooling enterprise. Just as rubrics are used in instruction to frame the activity and expected outcomes for a lesson or unit for both the teacher and student, school culture can guide their actions and behaviors inside the classroom, school and broader community. Our Leadership Index articulates these actions and behaviors for our school environment. Dr. Dweck and Dr. Glasser's work each inform the guiding principles that underlie our Leadership Index. Our goal is to create a safe, nurturing but challenging environment, where everyone—teacher, student, staff, Trustee, etc.—is expected and held accountable for being present, engaged, ambitious and critical thinking learners and leaders.

Dr. Glasser's Choice Theory

Choice Theory posits that we all envision a "Quality World," one in which, throughout our lives, we place those people, ideas, self-perception, values and experiences that we highly value and contribute to fulfilling our needs. Glasser asserts that we spend much of our time comparing the world we actually experience with our Quality World, with frustration, depression, conflict, etc.

⁹ See above Section I. B: Key Design Elements, p. 9-11.

resulting from the unsuccessful attempts of human beings to behave in a manner that seeks to achieve the manifestation of our Quality World in the real world. Glasser proposes that a focus on “Total Behavior” (acting, thinking, feeling and physiology) can help us learn how to optimally bring about our Quality World. We must recognize that the four behaviors are closely intertwined, and thus the choices we make with respect to the first two (over which we exercise considerable control) will greatly affect our feeling and physiology (over which we have little to no control).

Glasser provides a dozen axioms to guide the practice of Choice Theory, several of which we find particularly applicable to the culture of leadership and excellence we want to create at Ember:

- The only person whose behavior we can control is our own.
- All we can give to or get from another person is information.
- All we do is behave and all behavior is made up of four interconnected components: acting, thinking, feeling and physiology.

From Glasser’s work we recognize that it is not possible to “control” the students or adults in our school community (or anywhere else for that matter). Nonetheless, we can influence their vision of their Quality World by helping them to articulate a vision for the kind of world they want to live and learn in for nearly 9 hours a day (a safe, fun, loving, relevant, interesting, empowering and engaging world). We can also counsel them on the kind of choices they need to make to bring about this world, which can ultimately affect how they feel about school, learning and ultimately their role in society. This does not mean there will be an absence of rules and consequences at Ember—in fact Choice Theory demands that school leadership be even more transparent in what they will choose to do in response to the choices students make. Choice Theory simply provides us with a language and framework around which to collectively design and manage a Quality World. There are no “bad” children (or adults), only “bad” choices, and thus every new moment presents a new opportunity to make a different, a good/great choice—we are always only a moment away from excellence. We must be vigilant about the choices we make, including the things we believe, the actions we take, and especially (as Dr. Dweck’s research highlights), the words we speak.

Dr. Dweck’s Incremental Intelligence Theory

Dr. Dweck’s work provides an analysis of motivation, behavior, belief and achievement from the perspective of behavioral psychology. Her work refutes theorists who believe that intelligence is innate and fixed at birth. Incremental theory posits that intelligence is malleable and can be increased through effort and diligence. Dweck’s research shows that the external and articulated perceptions by adults of the source of a child’s achievement and intelligence—intelligence achieved through innate ability vs. intelligence generated through hard work and practice—greatly influences the child’s self perception of the source of their intelligence. The research also revealed that the child’s self perception had an extremely strong influence on their cognitive

performance—students who believe their intelligence is innate are easily frustrated by the unfamiliar, have a strong aversion to trying challenging or engaging in activities they are not instantly adept at performing. Conversely, students who were told that their intelligence emanated from their effort were not only willing to try something new, they were eager to challenge themselves and push through failure with far less frustration.

The significance of Dweck’s conclusions for Ember’s educators is obvious: learning inevitably involves encountering challenge and difficulty, particular as we endeavor to move beyond “knowledge” to developing students’ higher-order thinking skills further along the Revised Bloom’s Taxonomy. A student’s willingness to engage in the “development” process—to try, nearly miss and/or fail, and then creatively and systematically use the information from failure and near misses to improve—is what separates those who improve their academic performance, and those who do not. Dweck divides the motivation produced by these two self-perceptions into two categories: performance and mastery orientation. One who believes intelligence is innate (“you either got it or you don’t”) is in a “performance orientation”—they will try once, perhaps not try hard, and may at times be lucky and succeed. They are apt to avoid high-risk situations that may lead to failure, and can have low self-confidence. Individuals who have a mastery orientation (“I’ll shoot a thousand free-throws to get better”) perceive themselves as being able to attain a goal by applying effective effort over time.

Dweck’s research shows that either orientation can be taught and embraced. As a school committed to being student centered, data driven and mastery focused, Ember embraces the principle of self-improvement through practice and refinement at every level, teachers and students (“*I learn from my mistakes, and get smarter*”). Our school culture will embody these principles and shall permeate throughout our daily practice of teaching, learning and assessment. “Emphasizing effort gives a child a variable that they can control....They come to see themselves as in control of their success.” (Dweck, *New York Magazine* (2007)).

At Ember, the underlying elements of Glasser and Dweck’s theories will manifest in our daily expectations that everyone—students, teaching professionals, staff, etc.—will act as leaders and “choose” to conduct themselves in a way and with a set of values that will empower us all. On posters on every wall in every room, in the language that characterizes our regular and daily verbiage, we will speak to and practice the values espoused in our Leadership Index, and will work hard to live up to these expectations so that they frame every interaction among staff, among students, between students, staff and stakeholders.

Individualized and Student-Centered

We believe that Lead Teachers are best positioned to respond to the individuals needs of students in each Schoolhouse (classroom), and thus our teacher-led leadership structure delegates to each lead teacher the authority to choose how to specifically implement the instruction around, and day-to-day management of the Leadership Index, as long as it is differentiated and done so in such a way that is consistent with the overall philosophy described above.

Schoolhouse Management

While all staff members share the collective responsibility of exhibiting and instilling in our students the core values embodied in our Leadership Index, the primary responsibility for purveying and managing school culture and student behavior should be vested in the individual Schoolhouses (i.e. classrooms), with the expectation that the vast majority of behavior issues will be addressed by Lead Teacher within each Schoolhouse. All teachers are directed to use a variety of strategies to identify a student's needs (the source of their behavior), and help develop a plan to enable the student to address the behavior (including, but not limited to calling parents, interviewing other involved students, creating opportunities for meditation and reflection, etc.). Teachers may engage the Dean of Students and/or members of her team to help determine and develop such responses and behavioral plans. Under such circumstances where behaviors are more serious (including but not limited to the causing of injury, tantrums, property damage, etc.), the Dean may inform one of the Partners (usually the Stakeholder Partner), and when necessary refer particularly serious matters to the response to intervention team (RTI) for review and follow up. The Dean may also determine whether a more serious action (e.g. suspension), needs to be taken. In making such determinations, the Dean contacts the parent or guardian and, if necessary, a parent meeting is scheduled, conducted and followed up. See below "*Serious, Highly Disruptive or Unsafe Behaviors*" below for more information on the policy and procedures under such circumstances.

Serious, Highly Disruptive or Unsafe Behaviors

Like our instruction, every behavior issue is handled and determined on an individualized basis. The goal for every behavioral engagement with a student is to help ensure the consistent display and mastery of the behaviors outlined in the "Awakened" and "Developed" categories of the Leadership Index rubrics, while simultaneously ensuring the health and safety of all students, staff and school property. For any serious behavioral act or display that is inconsistent, or in conflict with the behaviors in the "Awakened" and "Developed" categories of each Leadership Attribute Rubric (including, but not limited to those behaviors highlighted in the "Dormant" and "Awakening" categories of the rubrics), teachers and instructional personnel may utilize a variety of strategies to help support students to reflect and improve and align their choice of actions and behaviors. These strategies could include, but are not limited to:

- asking students to take time to use breathing techniques
- writing reflections
- adult mediated and supervised peace-making discussions and planning
- peer mediated peace-making discussions and planning
- phone calls to parents
- one-on-one or group reflection conversations
- self reflection/meditation time (either inside or outside of the classroom)

For serious, highly disruptive and/or unsafe behaviors (including but not limited to causing injury to self, another student or staff member, screaming, running from staff members, damaging school property, etc.), that either interferes with, or may interfere with the learning and instructional environment, or places at risk or harms themselves, another student, staff member or school property (as determined by a teacher, member of the Dean's team or other staff member), students may be referred to the Dean for consideration for a more serious action, including but not limited to:

- adult mediated and supervised peace-making discussions and planning
- peer mediated peace-making discussions and planning
- phone calls to parents
- one-on-one or group reflection conversations (with teacher or Dean's Team staff)
- suspension (short term or long term), or expulsion

III. ORGANIZATIONAL AND FISCAL PLAN

A. APPLICANT GROUP CAPACITY

While TFOA has had strong co-founders (Managing Partner Rafiq Kalam Id-Din, Partner Damien Dunkley and Board Chair Shahidah Kalam Id-Din), teacher-leaders (former Senior Associate and now Partner Ardnas Rashid), committed trustees and community supporters in place since its founding, Ember will be ever stronger with its combining of the entrepreneurship, vision, talent, experience, and leadership of both TFOA's leadership and the incomparable Alexandria Lee, Founder of The Anew School and now Partner at TFOA. Subsequent to their meeting at the Echoing Green All Fellows Global Conference in Mumbai, India in Fall 2014, leaders from TFOA and The Anew School conducted an extensive design process to identify whether there were any synergies between the two visions for schooling (there were MANY), and whether those synergies sufficiently and appropriately addressed the key need areas that had emerged in community conversations TFOA had been conducting as it considered expansion plans (again there were MANY).

With additions from The Anew School board to the TFOA (and then Ember) board, we will significantly strengthen an already strong board of trustees, ensuring that our excellent enterprise (school) continues to have access to a wide spectrum of expertise and professional networks. These areas include significant knowledge and expertise in education, finance, accounting, law, marketing, and real estate (financing and project management/construction). In addition, Ember has acquired pro bono support from Quinn Emanuel Urquhart & Sullivan, LLP, a prestigious Chicago Law Firm with a big New York presence, as well as prestigious New York law firm Proskauer Rose LLP.

While the Partners worked together daily to take the lead on crafting substantial drafts of each section, TFOA Board Chair Shahidah Kalam Id-Din offered substantial pointed and specific

feedback. The result is an application that was passionately supported and owned by every member of the drafting team. It is this very culture of informed and involved decision making that will characterize how the Partners will make decisions for Ember.

Primary authors and editors of this charter application:

Rafiq R. Kalam Id-Din II, Esq. (Founder and Managing Partner)

Alexandria Lee, Esq. (Founder and Partner)

Damien Dunkley (Founder and Partner)

Ardnas Rashid (Founder and Partner)

Shahidah Kalam Id-Din (Trustee)

We are committed to building Ember into a brand that is synonymous with excellence. Therefore, it is essential that we assemble a team of talented and diverse supporters who passionately believe in the mission and vision, and are willing to join in guiding the enterprise from idea to excellence in every critical area: operations, management, finances, and pedagogy. We will also need to gain the support and assistance of people who will help us obtain vital financial, intellectual, political and community resources. To find these allies and collaborators, we have, and will continue to tap into the various networks to which we have access (from UVA, Spelman, NYU, Harvard, etc., to former law and finance colleagues, to Prep for Prep alumni, to Echoing Green’s extensive web of relationships). Also, we will continue to make use of local resources and contacts made available through the New York Center for Charter School Excellence, the Black Alliance for Education Options, the Bedford Stuyvesant Restoration Corporation, Bridge Street Development Corp, the Brooklyn Brownstoners, community leaders, current and former Trustees, advisors, parents and other charter, traditional and private schools.

Paid Consultants or Organizations:

Jordan Thomas and Jamal Young provided review and feedback services.

B. BOARD OF TRUSTEES AND GOVERNANCE

Proposed Board of Trustees

Trustee	Voting (Y/N)	Position	Length of Term (Renewable)
Todd Dumas, Esq.	Y	Treasurer	2 years
James Bartlett	Y	Co-Chair	2 years
Renee LaRoche Morris	Y	Member	2 years
Daniel C. Reynolds	Y	Secretary	2 years
Harry “Hank” Simmons III	Y	Member	2 years
Shahidah Kalam Id-Din, M.Ed	Y	Co-Chair	2 years
Brian Flanagan	Y	Member	2 years
Chantel Febus, Esq.	Y	Member	2 years
Edward Donkor	Y	Member	2 years
Dorayne Carter	Y	Member	2 years

Diane Lucas	Y	Member	2 years
Father Darryl James	Y	Member	2 years

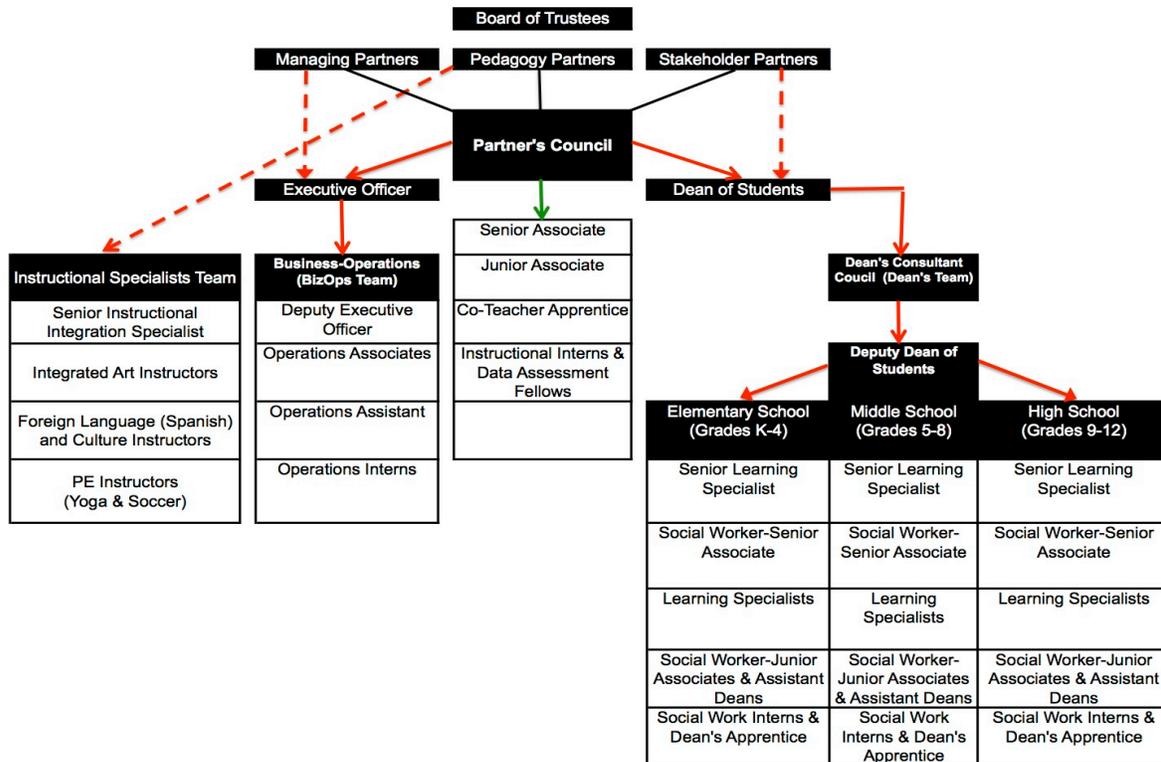
Board of Trustees: The Board of Trustees is held accountable by the chartering entity, in this case the Board of Regents, and is the official governing body for the charter school. It is a group of professionals and community members (lawyers, educators, doctors, bankers, parents, etc.) who have the ultimate authority and decision-making power. The Ember Board of Trustees recognizes it will contract directly with the Board of Regents to execute our charter agreement. The Trustees also recognize that the Regents issue the charter and its attendant autonomy from certain rules and regulations in exchange for accountability to the goals and objectives outlined in this charter application. The Trustees further recognize that the Regents are required to make findings of educational, operational and fiscal soundness, and compliance, based in part on evidence submitted by Ember, and thus we will be engaged in a performance-based contract and shall materially comply with all requirements of the Regents and all applicable laws and regulations.

The Board of Trustees will meet as required by law, currently monthly at the school, with meetings publicized via our website, monthly newsletters, as well as posted notices at the school. While these Trustees retain legal responsibility and provide meaningful oversight of the enterprise, they delegate the direct the overall leadership, direction, day-to-day management and operation of the charter school to the Partners. One component of the Trustees oversight includes providing annual approval of the overall educational goals of the charter school, as well as deciding all employment and compensation matters for the Partners (each of which is tied directly to the overall performance of Ember). Otherwise the Trustees grant the Partners authority to take “ownership” over all other decisions for the enterprise, from allocation of financial resources to employment and compensation matters for all other teaching and auxiliary staff. The Board of Trustees can recruit new Board members at any time. The Board of Trustees will vote to select new members.

Board of Advisors: The Board of Advisors is a group of civic and business leaders from around the country (though primarily and especially here in New York), who have and will continue to provide material resources and support to Ember in its development, launch and healthy growth. Though the group has no formal legal responsibilities, these concerned citizens and supporters have nonetheless chosen to stand with the Trustees, Partners, staff, parents, community and other planning team members, and pledged to do all that they can to give Ember the support it needs to successfully serve its students and community. Throughout the charter development process each Advisor has provided invaluable support and resources that span a wide and meaningful range, from monetary donations to strategic guidance and input on the structure of the Teaching Firm model itself. Our efforts would be greatly diminished without their sage counsel and substantive friendship. Below is a list of current Advisors.

C. MANAGEMENT AND STAFFING

Ember Charter School
Projected Org Chart



The Teaching Professionals

Ember's Teaching Firm model represents a significant shift in the way schools are managed and operated, transforming the teaching profession by giving teachers unprecedented and unparalleled autonomy and control of the schooling enterprise. Ember moves decisively away from the corporation hierarchy and bureaucratic structure of traditional schools—where one senior manager (the principal) supervises the work of employees (teachers) on behalf of an external set of shareholders (the State, Department of Education, etc.)—to embrace the far more appropriate and effective professional-partnership approach, where teachers are empowered to take total control and responsibility for the success of the entire enterprise. In exchange for 100% accountability for the academic achievement of their students, teachers in the Teaching Firm will receive:

complete autonomy—all teachers are free to exercise their own professional judgment to teach in whatever manner and with whatever methodology they think will best enable them to achieve the student achievement goals of the charter school;

extremely high and unrivaled levels of control—teachers (the Partners) will exercise control over all aspects of the charter school (with two important exceptions: compensation and student achievement goals), and shall be authorized to establish all of its rules, policies, procedures and protocols and make all pedagogical, professional, fiscal and operational decisions;

significantly above-market compensation—because of cost-savings from the elimination of non-teaching supervisory personnel, teachers will have an opportunity to earn highly competitive compensation: the Associates can make between \$60,000-\$80,000/year, and the Partners can make upwards of \$125,000/year.

career advancement that does not require teachers to stop teaching—while in traditional schools career advancement means giving up teaching to become an administrator (Principal or Assistant Principal), the opportunity to become a Partner (available to all Associates) in the Teaching Firm offers career advancement without leaving the classroom (“Partnership” is available to all Associates with five or more years experience at the Teaching Firm who successfully develop into master-teachers to the satisfaction of the current Partners).

The Partners: Partners report directly to the Board of Trustees and are held accountable for the success of the charter school. The current TFOA Partners will continue in their role of leadership as TFOA and Anew merge into Ember; therefore, Ember will begin with four Partners, each of whom will have their own schoolhouse of no more than 19 students, and a specific set of enterprise level responsibilities (described below). In addition to the TA and Interns assigned to their schoolhouse, each Partner will be assisted in their enterprise-level responsibilities by one Senior Associate (a teacher hired or promoted with more than three years of experience). Each Partner will serve as the professional mentor and direct report for junior practitioners (their Senior Associates, Junior Associates and their Co-Teacher Apprentices)—this group will be called their “Schoolhouse Practice Team,” where each Partner will take direct responsibility for the professional development of the junior practitioners in their group.

There are three main roles for Partners—Managing Partner, Pedagogy Partner and Stakeholder Services Partner:

- The Managing Partner is primarily responsible for overseeing and managing enterprise wide operations (physical plant, insurance, technology, meals, etc.), finances, staff matters, external relations (excluding core stakeholders (students, families, etc.)), organizational development, and government relations. Auxiliary Staff Direct Reports: Director of Operations, Technology Consultant, Maintenance, Health Manager and

Security. The Managing Partner is the official representative and spokesperson for Ember.

- Pedagogy Partners are primarily responsible for leading the development (in consultation with the other Partners), monitoring, direction and management of Ember’s curriculum plan, academic assessments and evaluations, instructional infrastructure, and teacher professional development. Auxiliary Staff Direct Reports: ESL/ELL & Foreign Language Instructors, Special Education Specialist and Data and Assessment Fellows.
- Stakeholder Services Partners are primarily responsible for leading the development (in conjunction with the other Partners), monitoring, direction and management Ember’s core stakeholder services efforts. We believe that in order to effectively support the cultivation of students into highly intelligent, creative and critical thinking young leaders, our instructional and operational decisions must be informed and shaped by a knowledge and understanding of the specific attributes and circumstances of each child and the environment in which they live (home, community, etc.). The Stakeholder Services Partner shall develop, manage and monitor the programs, methods, strategies and required regulatory compliance for taking these matters into account in such a way that drives, supports and/or enhances instruction (as the case maybe), and complies with any applicable local, state and federal law. This includes, but is not limited to special education matters, English Language Learners, counseling, suspected incidents of abuse or neglect, chairing the Child Study Team, etc. Auxiliary Staff Direct Reports: ESL/ELL & Foreign Language Instructors, Special Education Specialist and Counselor/Social Worker.

While there will be only one Managing Partner, all of the Partners will participate and act jointly in the various roles across all of the above domains.

The Associates: The Associates are early career teachers hired to run one of the classrooms (a “schoolhouse”) that comprise Ember. These teachers will be recruited and hired to fill one of two roles: Senior Associate (teachers with four to six years of previous teaching and/or educational leadership experience), or Junior Associate (teachers with two to three years of previous teaching and/or educational leadership experience). Senior Associates will be assigned to assist one of the Partners in the execution of their enterprise-level responsibilities, and will assist in mentoring Junior Associates.

Potential Associates will be hired solely by consensus of the Partners in a process established by the Partners (which may include submission of writing samples, teaching observations and/or demonstrations, references, etc.), and will be recruited from a variety of sources (Teach for America Alumni, Teaching Fellows Program Alumni, private and public elementary schools from around the country, graduate schools of education, etc.). Candidates who are already Special Education and/or ESL/ELL certified will be highly preferred.

Ember’s Approach: The Professional-Partnership Hybrid: Ember’s Teaching Firm model is a unique professional-partnership hybrid, a design that combines the governance models of the nonprofit corporation and the professional-partnership structure. Typical nonprofit corporations are governed by a Board, which delegates the day-to-day management of the enterprise to an individual (e.g. an Executive Director, President or CEO). As discussed earlier, the professional-partnership is an organization governed by two or more producer-owners (the “Partners”), individuals who are full-time practitioners and share equally in the ownership, management and responsibility for the day-to-day operations of the enterprise. In the Teaching Firm, the Board of Trustees (“Trustees”), will delegate the day-to-day responsibility for the charter school to a group of master-teachers (the “Partners”) who will be full-time teachers who also share equally in the management and operation of the school within a professional-partnership structure formed via contract (as opposed to a formal for-profit legal entity). The Partners will exercise exclusive authority over every aspect of the charter school, except in the following:

Partner compacts: the Trustees will retain the power to determine the compensation, bonus and ongoing-employment of the Partners—these determinations can be made or changed by the Trustees (with a majority vote at a meeting with quorum), for any legally permissible reason at any time. Trustees will also retain the power and legal authority to alter or recall the authorization of power and/or distribution of management responsibilities to and/or among the Partners at anytime for any reason with a majority vote of all of the Trustees. Partners will be “at-will” employees; a Partner may be fired and/or removed from the partnership for any legally permissible reason by either: 1) a two-thirds vote of all Trustees; 2) a majority vote of all Trustees and a majority vote of all other Partners; or 3) a consensus or unanimous vote of all other Partners (which closely resembles traditional professional-partnerships). Only current Partners via a unanimous vote or any other selection process otherwise determined by the current Partners may appoint new partners. Partners will begin with a base compensation of \$125,000/year and will be eligible for annual bonuses of up to 150% or more, and possible raises of 2%-5% each year, each as determined by the Board of Trustees. In making bonus and raise determinations for Partners, the Trustees will have a chance to review a comprehensive set of summative data that measures student achievement and stakeholder service goals (as set out in the GO Plan). The Trustees will also have the evaluation and reporting data provided by the Partners, with which the Partners shall make a comprehensive annual report at year-end to the Board. This report will include student performance data and feedback on Partners’ individual schoolhouses, as well as reports on the student achievement, stakeholder feedback, effectiveness, concerns, etc. with respect to each Partner’s direct instructional reports (Associates, Learning Specialist, Foreign Language Instructors, TAs, etc.). Annually, the Board will evaluate the Partners based on Ember’s overall performance as a whole.

Consent and Approval of the Budget and Yearly Academic Goals: the Partners will present to the Trustees an annual budget and a plan outlining the academic goals and objectives of the charter school (the “GO-Plan”). The Trustees will retain the power to provide advice and consent to the ratification of the annual budget and the GO-Plan. The Trustees shall determine the date of

the presentation of the GO-Plan, but under no circumstances shall this presentation occur when the charter school is in session. The Trustees may make comments and recommendations to the Partners with respect to any aspect of the budget or GO-Plan, but their consent (a majority vote of the Trustees at a meeting with quorum), shall not be unreasonably withheld. The Partners may choose to decline any recommendations or changes to the budget or GO-Plan, and may proceed without the Trustees' consent except with respect to a) the student achievement goals (any changes to this section recommended by the Trustees are automatically incorporated into the GO-Plan); and b) Partner compensation (any changes to this section recommended by the Trustees are automatically incorporated into the budget). Again, the Partners will make quarterly reports to the Board on the progress of the Teaching Firm towards the goals outlined in the GO Plan.

Why ...

At Ember, our goal is to create an educational environment driven by a single purpose: to engage students to unearth and unleash the greatness we believe they all have the potential to achieve. We are committed to preparing students from society's most underserved and under-resourced communities to compete with the very best at every stage, and enable them to earn admission to the top high schools, and eventually colleges and universities. We believe what far too many researchers and experts have come to know: that the best way to accomplish this goal is to unearth and unleash the professional power of the teacher. To do this we must evolve teaching as a profession, to one of far more accountability (and concomitant autonomy) for every teacher, and in doing so transform the educational enterprise itself. Ember believes that it has created a model for such an enterprise in the Teaching Firm, one centered on providing the highest quality instruction to every student by every teaching professional. We will employ the pedagogical practices of some of our country's top private, charter and suburban schools, where a firm foundation of college-readiness begins in elementary school. We believe that by deploying these highly successful strategies within our innovative professional framework, we will have truly forged a recipe for outstanding achievement, for students AND teachers.

C.1. CHARTER MANAGEMENT ORGANIZATION: NOT APPLICABLE

C.2. PARTNER ORGANIZATION: NOT APPLICABLE

C.3. STRATEGIC BUSINESS/GROWTH PLAN: SEE ATTACHED

D. EVALUATION

Ember's Board of Trustees is committed to engendering an "outcome oriented" professional environment at Ember, and thus will be primarily concerned with results relative to agreed upon benchmarks (as highlighted in the Goals and Objectives (GO) Plan defined prior to the start of each academic year). As such, the Board of Trustees (with respect to the Partners), and the

Partners (with respect to the rest of the Ember staff), will employ an evaluation process that focuses primarily on the following questions:

- *How well have our students performed relative to our student achievement goals?*
- *Have the operations of the enterprise been run well and in such a way that optimizes student achievement?*
- *How well do the primary stakeholders (students and families) believe we performed with respect to the level and quality of instruction service and school community provided?*
- *How do our professional peers view our contributions in each of the aforementioned areas?*

... and a set of core deliverables:

1. Focus on Excellent Instructional Practice;
2. Cultivating a Robust and Responsive Professional Teaching Environment;
3. Building Strong and Vibrant Learning Communities;
4. Acquiring and Allocating Resources; and
5. Maintaining Strong Stakeholder Relationships and Safe Learning Environments.

The Board, a committee of the Board, or its designee, will formally review the Partners' performance on an annual basis, and the Partners will similarly evaluate the rest of the teaching staff concurrently. This review will include various components, including a Board visit to the school, a review of actual academic, fiscal and operational position (presented in a annual report on the GO Plan by the Partners, including a review of progress/attainment of student achievement goals to date). The Board will, at the conclusion of their separate reviews of the Partners make recommendations and decisions regarding re-contracting with the Partners, and the Partners will do so similarly with the Associates, including bonus and salary decisions for the upcoming year.

In making these determinations, the Board and Partners will use the same tools. These will be the same tools employed on a consistent basis by the teachers and other appropriate staff in their management of the school's performance during the school year. These tools produce hard, data-driven metrics that produce substantive and concrete feedback on the matters implicated in the guiding questions and deliverables, including: operational and fiscal efficiency, viability and position, student academic performance (disaggregated by sub-groups), staff and student absenteeism/attendance, parent/family satisfaction, and student retention. The Board and Partners will compare the performance in each of these areas to the articulated targets laid out during the pre-service period in the GO Plan. The Partners will also use these tools to gather data for quarterly reports to the Board, and will make a final presentation on this data at the conclusion of the academic year. Any bonus, promotion and/or termination decision will be made in light of these metrics.

E. PROFESSIONAL DEVELOPMENT

Ember will invest significantly in professional development—we believe that the ongoing and consistent refinement of instructional practice is what separates great teachers from all others. We are committed to providing our teaching professionals access to best practices and will choose leaders in the Partners who are capable of not only providing formal training, but who can and will lead by example. Professional Development sessions will take place twice-weekly – short form: schoolhouse practice team meetings (1 hour); Lead Teacher meetings (1 hour bi-weekly); Co-Teacher Apprentice meetings (1 hour bi-weekly); Friday PD sessions (5 hours).

Fundamental tenets of our professional development model:

- Student need will drive decision making;
- Student learning will form basis on which professional development is judged;
- Focus on instruction and curriculum;
- Focus on a school culture of high student achievement and accountability; and
- Collection and analysis of data guide the entire professional development process.

The foundation for all of our professional development decisions will be driven by students’ learning needs. Research suggests (National Staff Development Council, 2001) that professional development models focused on increased student learning and socio-emotional development have a high probability of success. Toward this end, our model directly addresses student achievement in academic areas (deep content knowledge in reading, math, science, etc.), and cognitive behavioral skills. Specific learning goals will determine professional development content, which will be supported by research and best practices. The professional development process is cyclical and begins with planning components, includes continuous and collaborative teacher training and evaluation components, and moves to summative evaluation of the PD program efforts.

As a professional service firm, Ember embraces the idea that the best investment an enterprise can make is in the development of its personnel to develop and strengthen the skills they will need to provide optimal service to clients. At Ember, we are in the “business” of developing great teacher-leaders. This means cultivating Associates into professionals who will become qualified to be Partners. In a very real sense the Partners will represent a living rubric for Associates—strong instructional practice, operational and organizational acumen, diverse knowledge base, strong leadership skills, etc. Long term, we expect to invest in Associate development in each of these areas and more.

Ember will focus professional development on three primary areas:

- Instructional Practice (mastery of standards-based instructional materials, interdisciplinary instruction, behavior management, and serving students with special needs (Special Education, ELLs, disabled, etc.));

- Data (use and mastery of performance rubrics, assessments (diagnostic, formative, summative, etc.)); and
- Administrative-Management Practice (managing the operations and administrative duties of their “Schoolhouse”: compliance, critical data reporting, budget and purchasing; tech; etc.).

F. FACILITIES

As we already operate our elementary school (TFOA) at a co-located DOE facility, we will look to fully realize our expansion plans by working with the NYC Department of Education and City of New York to either secure additional space in existing public school buildings or obtain reimbursement to leased and/or develop space to accommodate the expansion elements of middle and high school (consistent with the recent funding provided under the charter law). While we have not as of yet secured appropriate and adequate facilities for our proposed expansion into the middle grades and high school grades, we feel confident that we will be able to do so. An additional space request (or reimbursement to lease such space) will contemplate school facilities needed to accommodate up to 340 middle school students and 400 high school students.

G. INSURANCE

Ember will adopt the insurance policies that TFOA currently utilizes, which include:

- \$10,000,000 umbrella policy;
- \$1,000,000 per occurrence personal injury;
- \$1,000,000 per occurrence general liability; and
- \$500,000 per occurrence for property loss.

For the international and boarding components, Ember has secured an insurance company to assist in our coverage. The amounts are the same as those stated above, but they include more coverage relevant to our unique experiences, including medical evacuation and more.

H. HEALTH, FOOD, AND TRANSPORTATION SERVICES HEALTH

Ember will comply with all health services requirements applicable to public schools, including Education Law §§ 901-914 and §136.2(d)(2) of the Commissioner’s Regulations. To the extent possible, Ember will provide on-site health care services similar to those services available to children attending District Public Schools, including a full-time nurse/health manager to be provided by the district to the charter school in accordance with §2853(4)(a) and §912 of the Education Law. If the district is unable to provide Ember with a nurse, we will request a nurse through the NYC Department of Health and Mental Hygiene. Furthermore, Ember will pursue a partnership with the Bedford Student Health Center. Ember and the Center will apply jointly to the NYS Department of Health for the School Based Health Center together. Qualified hospital personnel will staff the site-based clinic. Students will be provided with a full-range of medical services. Funding will come primarily from Medicaid and private insurance billing (up to 60%).

Students will not be billed for services. Additional funds may be provided by State and Federal grant sources that regularly provide funding for SBHCs in high-need areas.

Immunization Requirements: New York State law requires that each student entering Kindergarten or a new school district in grades 1 – 12 have a certificate of immunization at the time of registration or not later than the first day of school. A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. Before a child can be permitted to enter and attend school, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student’s health, or if the student’s parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

Students who require daily medication will be administered that medication in accordance with the stipulations of the required doctor’s note. All such medications will be secured in the nurse’s office, and will be administered by the nurse or other appropriate school official (i.e. Partner, Associate, etc.).

Food: Ember shall make available to students breakfast, lunch, and an afternoon snack. Ember will participate in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture, and will adhere to all applicable requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose.

Ember intends to contract with the DOE food services for the provision of food services. Ember may explore arrangements with private companies providing food services to existing schools, and with the local school district, including the potential of arranging “satellite” services by another public school in proximity to the charter school.

Transportation Services: Ember’s students shall receive transportation services for which they are eligible under [§ 2853(4)(b)] and [§ 3635] of the Education Law. Specifically, the School District shall provide yellow-bus service or Metrocards to students attending charter schools who reside beyond the statutory mileage limits from the school and within the city.

Subject to annual approval and funding by the Board of Trustees, Ember may seek to provide transportation for any students enrolled in the school who are not eligible for transportation from

his or her residence. The school may accomplish this by arranging provision of transportation with the school district to provide such services to resident students attending the school, as the district would receive state transportation aid monies for this purpose. In the event that Ember does not provide for transportation of ineligible students, the parents or guardians of such students will be responsible to provide transportation.

If Ember is in session on days when the students' school district(s) of residence is not in session, the school shall seek arrangements with the school district, if necessary, to provide transportation, at cost, pursuant to [§ 2853(4)(b)] of the Education Law, or shall make other necessary transportation arrangements.

I. FAMILY AND COMMUNITY INVOLVEMENT

We believe that parents are an important part of the endeavor to educate youth. We contemplate that there will be several avenues for parental/guardian involvement, all of which will be enhanced by our unique structure and institutional focus on client-relations. Ember is designed to, among other things, eliminate the institutional barriers between the most critical participants in the educational enterprise: teachers, students and parents. Our goal, to create an educational environment where students and parents feel like they attend a school of “one” (one class + one teacher, similar to the one-room schoolhouses that proliferated the educational landscape at the beginning of the 20th Century) will allow us to more fully emulate the personal-professional service model that law firms use to make the provision of their service intimate and client centered. As such, parents will participate in the enterprise via schoolhouse focus groups, program steering committees, organic parent groups (My Sisters Keeper), etc.

Additionally every teaching professional (Partners and Associates) will be required to develop a Client-Relations Strategy, a plan for engaging the students, parents and families of their individual Schoolhouses in such a way that enhances the learning environment and cultivates “goodwill” for the schoolhouse among these various stakeholders. We believe that our commitment to move the practice and profession of teaching out of “schools” that are large “institutions” and into very small personal service enterprises (like a family doctor, lawyer, therapist, etc.), empowers parents by stripping away all of the administrative and bureaucratic layers that traditionally separate them from their children’s teachers. Ember puts each set of parents nose to nose (primarily) with one individual teacher over the course of five to six years, emphasizing mutual accountability in a way rarely achieved in most traditional school structures. Below are the more formal mechanisms we will use to involve parents:

Parent Conferences—teaching professionals will be required to meet with the parents/guardians of each student once a quarter in order to provide and review their student’s report card.

Parent-Student Surveys—each quarter teaching professionals will be required to circulate a Professional Service Survey to both parents and students, where each stakeholder will have an

opportunity to rate/grade their teaching professionals on their client services. Teaching professionals will need to address how they will deploy and use these surveys in their Client-Relations Strategy plans.

Professional Access—all teaching professionals will be required to provide their cell-phone numbers to parents/guardians and will be available ‘on-call’ to answer questions; messages will be returned within 24 hours.

House Calls—all teaching professionals will make at least two house calls a year: first prior to the start of the school year; and second at any time after the first quarter, but before the end of the third quarter of the school year as dictated by the individual student’s situation. Each teaching professional will be required to highlight how they will use house calls in the context of the Client-Relations Strategy.

Schoolhouse Focus Groups—at least twice a quarter, each teaching professional will be required to organize focus groups of no less than three parents/guardians of the students in their schoolhouse to gather informal feedback about their overall instructional performance, take the temperature about issues in the community affecting their students, and gain insight into how parents feel about past and approaching content to be covered. Focus Groups give parents an opportunity to influence the content used to drive instruction in real time while providing teaching professionals with an ongoing window into the thoughts and expectations of parents. Teaching Professionals will be encouraged to use Focus Groups over and above the required amount as they deem necessary (and possible) to gain parental input on any matter germane to the educational enterprise.

J. FINANCIAL MANAGEMENT

Ember will adopt the existing financial management structure currently used by TFOA, which for each year of its existence has produced strong GAAP compliant financials and clean, unqualified audit management letters provided in connection with our annual independent audit. Below is a general description of TFOA financial management structure and policies:

The Board of Trustees understands its role as fiduciary, and as such will move to adopt and draft a financial control policy substantially similar to the attached Financial Control Policy, which represents an example of best practice based on comparisons with similar charter schools and an initial review by the Board Treasurer. The Board may form committees, like financing, utilizing the specific skills of individual members. The Managing Partner and Executive Officer will also conduct internal audits of classroom budgets on a regular basis. The Treasurer, Managing Partner and Executive Officer will also work closely with the outside accountants who Ember will contract with to keep the books, manage payroll, etc. The following topics are covered in our overall financial policy:

- Purpose and Statement of Authority
- Statement of Fiscal Responsibility
- Fiscal Confidentiality/Security and Reporting Responsibility
- Authorized Bank Signatures and Signing Authority
- Budget Authorization and Accountability
- Authority to Make Financial Commitments
- Accounts Payable Procedures
- Accounts Receivable Procedures
- Depository Procedures
- Bank Statements and Account Reconciliations
- School Credit Card
- The Role of the Finance and Audit Committee
- Grant Records and Agreements
- Petty Cash

The Managing Partner and Executive Officer will oversee the daily operations of the school, and are responsible for the daily financial and operational activity of the school. The Managing Partner’s qualifications include several years work as a corporate finance associate at a major law firm and the management of nonprofit as Executive Director where he developed and managed a budget in excess of several million dollars a year and an endowment of tens of millions of dollars. The Managing Partner will also engage workshops and trainings in financial management. The Executive Officer will work closely with the Managing Partner in these matters, and will perform many of the duties described in the financial policies. This person will have at least a bachelor’s degree, preferably in business, accounting or a related field. Both the Executive Officer and the Managing Partner will work closely with an accounting/back office firm to consistently implement the policies outlined by the Board in the financial policies. The Chair of the Finance and Audit Committee of the Board of Trustees will have an MBA or a CPA.

K. Budget and Cash Flow

See Attachment 9 for narrative.

L. Pre-Opening Plan: Not Applicable*

*As Ember will emerge from the chartering process having been merged with TFOA, we will not require the traditional “pre-opening plan” as we are already in operation. However we have planned to engage in an extensive rebranding campaign to re-introduce ourselves to our community as Ember Charter School. We should note that our extensive community engagement in developing this charter application provided us with the opportunity to preview this rebranding with community members and community based organizations.

M. Dissolution Plan

As Ember will be the successor entity to TFOA, we plan to utilize the already established dissolution contingency plan outlined in TFOA's existing charter and the attendant escrow.

Admission Policies

Ember shall not require any unlawful pre-condition to the acceptance of any application for admission, including but not limited to requiring parents or guardians to attend and/or participate in any meeting, interview, or facility tour.

As a New York City public charter school, Ember is open to all children eligible under the New York State Law for admissions to a public school; and follows all applicable state, local and federal laws in admitting students. Any child who is qualified for admission to a public school under the laws of New York State is qualified for admission to Ember, with priority given to resident students of the CSDs 16 and 13 who qualify for free or reduced priced lunch, resident students of CSD 16, returning students, siblings of enrolled students, children of staff members and students who qualify for free and reduced priced lunch outside of CSD 16 and 13, in every circumstance in accordance with state and federal law. Ember will not discriminate based on intellectual ability, measures of achievement or aptitude, athletic ability, disability, English Language proficiency, race, creed, national origin, religion, or any other grounds held unlawful for a public school. Ember shall not require any unlawful pre-condition to the acceptance of any application for admission, including but not limited to requiring parents or guardians to attend and/or participate in any meeting, interview, or facility tour.

As a second continuation charter under Education Law Section 2853 1(b-1), Ember will inherit a strong, successful and financially healthy existing organizational infrastructure, with a ready and robust population of students and families mitigating any enrollment uncertainty. This transition will be seamless, because Ember's leadership team, staff and governing body will be the same as TFOA's.

Ember will apply allowable admissions preferences, offering priority admissions status to children residing in Community School District (CSD) 16 and 13 in accordance with state law. Consistent with our mission, Ember's target student population is children in families qualified as low-income, particularly those who would qualify for services under the Federal Title I programs. We will make particular effort to make outreach to this demographic in CSD 16 and 13.

In efforts to ensure that we reach families within CSD 16 and 13 with limited or no English Language proficiency, Ember will ensure that all written publicity materials and application information is produced and distributed in both English and Spanish. We will endeavor to have several Spanish Language interpreters onsite for all open houses and information sessions.

Application and Enrollment

Generally, families interested in enrolling in Ember are required to complete and submit an application form. The application period will be no later than February 1 to March 31, or some comparable 60-day period before April 1st of the calendar year. Priority preferences for enrollment will be given to returning students, students who qualify for free or reduced price lunch from CSD 16 and CSD 13, siblings of enrolled students, and children of Ember staff members, all to the extent permitted by law.

Ember Charter School
Board of Regents Charter Application
Attachment 1

The application form will collect basic biographical, contact, and educational history (current school, if applicable). There are no fees associated with applying to or attending (e.g. tuition) Ember. Applications will be available at all information sessions/open houses, on our website in both English and Spanish, or via mail by request. Staff and volunteers will be available to assist families needing help completing the application. We will also highlight our progressive inclusion policy for students with disabilities and English Language Learners in an effort to attract these children from within the Bedford Stuyvesant-Central Brooklyn communities.

In its first school year (2016-17) Ember will absorb the current enrollment for TFOA (390), and will enroll up to an additional 148 students, 88 for Kindergarten and the remaining 60 to backfill across the rest of the existing 20 classrooms for grades 1 thru 6 (approximately three students per classroom). If the school receives more applications than spaces available, the school will hold a public lottery between April 1 and April 15 to allocate available seats. If fewer applications than spaces available are received, those families applying before the deadline (and eligible under state law) will be admitted. Additional outreach and information sessions will then be conducted and seats will be allocated on a first come, first served basis. Any additional applicants received after all seats are filled in this manner will be placed on the waiting list in the order in which their applications are received.

Lottery Procedures and Waiting List

The Lottery is held in the school auditorium on the Thursday following the application deadline. A projector, a screen and computer is needed for the presentation. The Lottery is videotaped and kept on file.

All the applications received by the deadline are put in a lottery tracking spreadsheet listed by first name in alpha order. www.random.org website is used to generate the lottery numbers, using the following steps:

Go to “Number” tab and select “Sequences”. Type in smallest value (1) and the highest value (total number of applications) and in Format “1” column. Once numbers are generated, they are copied and pasted as a column in the “Lottery Number” column in the lottery tracking spreadsheet.

Admission Procedures:

- The Lottery tracking spreadsheet is then checked for any errors.
- Next the lottery spreadsheet is sorted in accordance with the following admissions preferences:
- Applicants who have siblings already enrolled at TFOA are given first preference and assigned an Admit Order Number to the order of their lottery numbers of students. These applicants are given “Sibling” Preference Code of “1”.
- Next, preference is given to applicants from Community School District 16 and are assigned an Admit Order Number in the order of their lottery number. These applicants are given Preference Code of “1”.

Ember Charter School
Board of Regents Charter Application
Attachment 1

- Next, each applicant who is admitted to the school is reviewed to check for any siblings that also applied in this lottery. The Sibling Preference Code of “2” and sibling is located on spreadsheet and given an Admit Order Number available for the grade they applied for.
- Finally any remaining seats are assigned based on the lottery numbers of the remaining applicants (admit order numbers are assigned accordingly).

Admission Follow up to Enrollment Process:

- Admissions Letters are sent to applicants to all applicants who have been assigned an Admit Number.
- In order to register their child families are required to bring enrollment documents at an enrollment day schedule by the school.
- An automated call is placed to families (as a reminder) containing the same information sent in the Admission Letters.
- Families that cannot attend the enrollment day must contact the school to set an alternate date to register their child.
- The school gives prospective families 48 hours to accept the seat and arrange to register their child. Failure to contact the school in the allotted time will result in families not retaining the seat and the seat being offered to a child on waitlist.
- When all seats have been filled remaining applicants are placed on the waitlist.

Letters are sent to applicants that are placed on the waitlist. If a seat becomes available, families with a child on the waitlist will be contacted and they will have 48 hours to accept the seat.

Registration and Enrollment

Admitted families will be notified by phone and will be sent an admissions packet including enrollment documents that will need to be completed and returned by the designated due date. Families may forfeit their enrollment if they do not submit the required documents by the due date and the space previously held for their student will be filled from the wait list.

The enrollment packet will provide a detailed introduction to the Ember culture and client service model including a description of student achievement goals, the Choice Program, and disciplinary policies and procedures.

Withdrawals

Withdrawals will be permitted only if a parent or legal guardian provides proof that the child is enrolled in another school. Parents will be required to provide written notification of an intention to withdraw a student from the school. Following a written request from the admitting school, student records will be transferred. Depending on the grade level of the withdrawing student, the waitlist will be activated to admit the next child on the same grade level (except at Grade 3 or above).

Table 2: Public Outreach Information

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

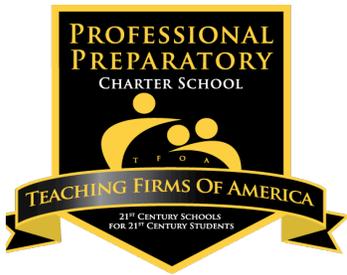
Dates of Outreach (month/date/year)	Description of Outreach	Location of Outreach	Target Stakeholder Group	Feedback Obtained	Action Taken on Feedback	Number of Attendees
01/16/2016 meeting date	Sent flyers to community based organizations serving children and families with special needs. Hosted a meet/greet to introduce team and solicit feedback on application.	ABC Community Center 1000 Avenue A NYC CSD 5	Families of students with disabilities, community members	Need for family partners	Add a family liaison to the staff who is bi-lingual	22 families of students in grades Pre-Kindergarten and Kindergarten
12/12/2013	TFOA Community Meeting	School Auditorium (616 Quincy)	Families of current students	Education opportunities desired for students (various)	Begin new charter design process; volunteer parent groups formed to meet with teachers to advise and provide feedback	150 families students in grades K-3
10/25/2014	Community meeting	1 st Floor Mulitpurpose room (616 Quincy)	Families of current students; general community members	Follow up on design process; design elements introduced based on initial 12/12/13 meeting	Feed back on design elements (request for international exposure and opportunities; additional art and culture; look beyond middle school to include high school)	30 participants
11/15/2014	Community meeting	1 st Floor Mulitpurpose room	Families of current students; general	Follow up on design process revisions	Feed back on design elements	20 participants

		(616 Quincy)	community members			
12/6/2014	Community meeting	1 st Floor Multipurpose room (616 Quincy)	Families of current students; general community members	Follow up on design process revisions	Feed back on design elements	15 participants
1/10/2015	Community meeting	1 st Floor Multipurpose room (616 Quincy)	Families of current students; general community members	Follow up on design process revisions	Feed back on design elements; presentation of Anew School program	40 participants
Various	Meetings with Councilman, Assembly members, Congressman, Borough President offices	various	Local leaders and staff	Presentation and feedback on Ember and campus design	Expressed support; Councilman, Assemblyman members and Congressman agreed to provide letters of support	10-15 participants
8/6/2015	Community Meeting: Family Orientation	Auditorium (616 Quincy)	Families of current students; general community members	Presentation of Ember design elements	Participant expressed strong support for program design	400 families and students
6/17/2016	Community Meeting	B&G High Auditorium (1700 Fulton Street)	Families of current students; general community members	Update on Ember charter application and expansion	Participant expressed strong support for program design	700 families, students and community members
8/11/2016	Community Meeting: Family Orientation	Auditorium (616 Quincy)	Families of current students; general community members	Update on Ember charter application and expansion	Participant expressed strong support for program design	350 families and students

EMBER CHARTER SCHOOLS
FOR
MINDFUL EDUCATION, INOVATION AND
TRANSFORMATION

Attachment# 2

Samples of Evidence of Community Outreach



616 Quincy Street, 3rd Floor
Brooklyn, NY 11221
718-285-3787

www.tfoaprofessionalprep.org

Mission

We are dedicated to preparing our students to become the future professionals (lawyers, doctors, scientists, entrepreneurs, etc.) who will lead our global society in the 21st Century.

Vision

We will provide a fun, 'college-successful', community-centered, culturally rich and relevant preparatory school experience to our students, where they will be nurtured, challenged and cultivated into highly intelligent, creative and critically thinking young leaders.

TO: TFOA-Professional Prep Families
FR: Rafiq Kalam Id-Din & Damien Dunkley
The Partners Council
RE: Upcoming Activism and Advocacy Teach-In Workshops

Peace Families:

First we'd like to thank everyone who signed up to attend our first Activism and Advocacy Teach-In workshop in October. It was a great success and we look forward to welcoming even more of you to the next one.

Next, we'd like to thank and share the names of the current lead members of our **TFOA Parent Activism & Advocacy Council**:

- | | |
|--|--|
| D. Clarke (Heremakhet) | D. Brown (Venceremos) |
| Iris Harvell (Umoja) | Shalon Nance (Lak'ech) |
| Derrick Cain (Mandela & Ubuntu) | Lisa Cain (Mandela & Ubuntu) |
| Deeandra Mitchell (Freedom, Venceremos, Mandela) | Gail Mason (Heremakhet, Lak'ech) |
| Melissa Jackson (Desmond Tutu, Venceremos, Black Star) | Luz Criollo (Mandela, Lak'ech) |
| Victor Holmes (Desmond Tutu, Lak'ech) | Ameisha Irving (Desmond Tutu, Lak'ech) |
| Shasha Dorsey (Heremakhet, Desmond Tutu) | Tiffanie Payton (Mandela) |
| Claribel Baez (Blackstar) | Brother Bolt (Ubuntu) |

If you are still interested in joining the Activism and Advocacy Team, or simply learning more about activism and outreach skills and strategies, please feel free to join us for any and/or all of the following Activism & Advocacy Teach-Ins:

Saturday, November 15, 2014: 9:30am
Saturday, December 6, 2014: 9:30am
Saturday, January 10, 2015: 9:30am

Teach-In and school design workshops will be held here at school on the first floor in the Multipurpose Room. Breakfast will be served and childcare will be provided here onsite. Please contact Sister Raquel (646-630-3342) or Brother Rafiq (917-536-2493) with any questions. Also attached please find some info from our first Teach-In and workshop, including "Persistent Charter School Myths" and the "Coalition of Community Charter Schools Guiding Principles" (of which TFOA-Professional Prep CS is a Founder and Executive Board Member).

Thank you again for making time to join and raise your voices alongside ours and thousands of others across New York City to advocate for the resources and access our children need to grow and develop into healthy and successful citizen leaders of our global society.

Pamoja,

The Partners Council,

Rafiq R. Kalam Id-Din II, Esq.
Managing Partner

Damien Dunkley
Stakeholder Partner

21ST CENTURY SCHOOLS
FOR 21ST CENTURY STUDENTS



PLEASE JOIN US FOR OUR

2015-16 School Year

Mandatory Family Orientation

Meet our staff, parents caregivers and other members of our school community, and get the info you need for a successful school year!

Thursday August 6th, 2015

PLEASE JOIN US FOR
ONE OF OUR TWO SESSIONS:
12:00PM OR 5:30PM

1st Floor Multi Purpose Room
616 Quincy Street
Brooklyn, NY 11221

School merger details

International travel opportunities for students

Uniform policies

School growth plans (middle & high school)

Special education services

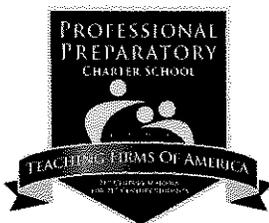
New charter app

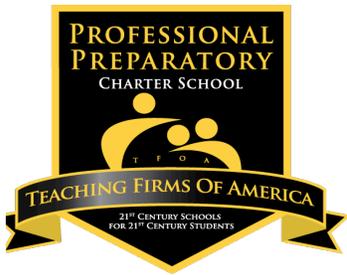
School bus schedules & policies

Arrival & dismissal

Culture & behavior practices

Pick-up/Drop-off procedures





616 Quincy Street, 3rd Floor
Brooklyn, NY 11221
718-285-3787
www.tfoaprofessionalprep.org

WHAT ARE THE MOST IMPORTANT THINGS YOU WANT YOUR CHILD TO LEARN?
We Cordially Invite

All Parents and Families

to a

Community Meeting

**Thursday, December 12, 2013 @6pm
School Auditorium**

HOW CAN OUR SCHOOL HELP YOUR FAMILY MEET ITS GOALS?

The Teacher-Leaders of TFOA-Professional Prep Charter School invite you to come out and share with us your thoughts about the kind of education you'd like your child to receive from our school, the kind of school community you want them and your family to be a part of, and the hopes and aspirations you have for their and your family's future.

WHAT OUT-OF-SCHOOL TIME PROGRAMS WOULD YOU LIKE OUR SCHOOL TO HAVE?

We want to hear from you!

It is our goal to use the comments/feedback you share with us at this meeting to help us evolve and improve our current teaching practice, and to help further guide our future plans to continue to serve our students, families and community.

WHAT IS YOUR BIGGEST CONCERN ABOUT YOUR CHILD'S EDUCATION?

We hope you will join us!

WHAT KIND OF COMMUNITY DO YOU WANT OUR SCHOOL TO BE?
**21ST CENTURY SCHOOLS
FOR 21ST CENTURY STUDENTS**



616 Quincy Street, 3rd Floor
Brooklyn, NY 11221
718-285-3787

www.tfoaprofessionalprep.org

Mission

We are dedicated to preparing our students to become the future professionals (lawyers, doctors, scientists, entrepreneurs, etc.) who will lead our global society in the 21st Century.

Vision

We will provide a fun, 'college-successful', community-centered, culturally rich and relevant preparatory school experience to our students, where they will be nurtured, challenged and cultivated into highly intelligent, creative and critically thinking young leaders.

¿CUÁLES SON LAS COSAS MÁS IMPORTANTES QUE USTED QUIERE SU HIJO APRENDER?

Le Invitamos Cordialmente

A Todos Los Padres y Familias

a una

Reunion de la Comunidad

**Jueves, 12 de diciembre 2013 @6pm
Auditorio de la Escuela**

¿CÓMO PUEDE NUESTRA ESCUELA AYUDAR SU FAMILIA CUMPLIR ESTOS OBJETIVOS?

Los Maestros-Líderes de TFOA-Professional Prep Charter School le invitan a venir y compartir con nosotros sus ideas sobre el tipo de educación que le gustará que su hijo reciba de la escuela, el tipo de comunidad escolar que usted desea para su hijo y familia, y las esperanzas y aspiraciones que tienes para el future de su hijo y familia.

¿QUÉ PROGRAMAS FUERA DEL HORARIO ESCOLAR LES GUSTARÍA TENER EN NUESTRA ESCUELA?

Queremos oír de usted !

Es nuestro objetivo utilizar los comentarios que usted comparte con nosotros en esta reunión para ayudarnos a evolucionar y mejorar nuestra práctica pedagógica actual, y para ayudar a guiar aún más nuestros futuros planes de continuar sirviendo a nuestros estudiantes, familias y comunidad.

¿CUÁL ES SU MAYOR PREOCUPACIÓN POR LA EDUCACIÓN DE SU HIJO?

Esperamos que usted nos acompañe!

¿QUÉ TIPO DE COMUNIDAD ESCOLAR QUE USTED DESEA PARA NUESTRA ESCUELA?

**21ST CENTURY SCHOOLS
FOR 21ST CENTURY STUDENTS**

School Orientation Agenda 12pm & 5:30pm

12 – 12:15 Welcome (Partnership) & staff intros

12:15– 12:20 - Pick up & Drop off procedures. (OPS & Deans Team)

- Leaving students at the door, being on time, who can pick students up?, orders of protection.

12:20-12:25 – Uniform Policies – (Deans Team & Partners)

- what is the uniform, when do they have to be worn

12:25-12:30 – Culture & Behavior Practices (Partnership)

- Leadership Index, choice theory,

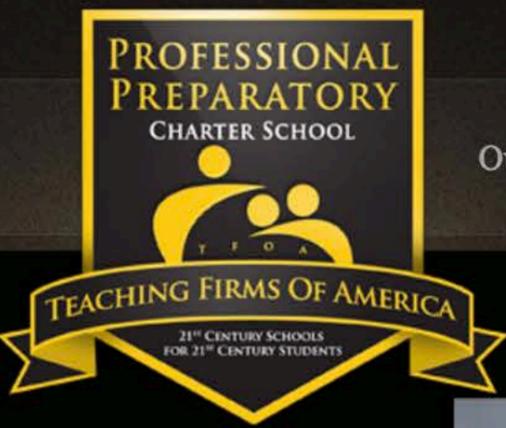
12:30-12:35 Bus Policies (Alisa & Alex)

- Bus suspensions and expulsions, late pick ups, changes to bus plan.

12:35-12:40 - Special Education Services (Jason & Deepa)

- What settings and services we provide. When services begin, who can I reach out to with questions about my specific child

12:40-1 –New Charter Ap/ School Growth/ School Merger/ International Travel Opportunities for children (Partnership)



We're looking to grow & evolve for 2016 & beyond!!
New charter design and expansion application
to be submitted to NYSED!
Comments & Feedback Welcomed!
See our "News" page for more details!!



Our Vision

TFOA – Professional Preparatory Charter School is a highly innovative charter school located in Bedford Stuyvesant, Brooklyn. TFOA originally served Kindergarten and First graders, when founded and opened in August 2011, on the 3rd floor of PS/IS 308. This school year (2014-2015), we now serve Grades K thru 4, and intend to expand to 5th grade by school year 2015-2016.

We offer a vision for our school that is very different from most charter and traditional public schools. Our vision is to provide our children with a dynamic learning experience that exemplifies culture, morality and discipline, while cultivating and invigorating their spirit. We are student centered, data driven and mastery focused, and hold ourselves and each other accountable for the most important outcome: high student achievement.

[Edit](#)

Upcoming Events

February 2016						
M	T	W	T	F	S	S
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						
« Jul						

Quick Links

Donate
Support us by donating any amount

**The
Arts**

INQUIRY

International
Travel
Experiences

Design
Thinking

"We're GROWING UP!!"
TFOA (together with the ANEW School) is becoming

Ember Charter School

For
Mindful Education, Innovation and Transformation

Our 2.0 Vision for the Innovative K-12 School
You Asked Us to Build!!

Community
Based Boarding
School
Opportunities

All Boys,
All Girls
Cohorts
Beginning in 7th
Grade

**COMING
SOON**

Elementary School
K-4
+
Middle School 5-8
+
High School
9-12

Culture
Economics

Mediation

School Name: TFOA Professional Prep Charter School	

Student Name	Parent Name	Telephone	Address	Email	Would you like info on Ember Charter
John & Jackson	Mesma East Jack				Yes
Isah Jackson	↓				
Madison Jackson	↓				
Taron Baxter	Patrice Taylor				Yes @gmail.com
Raheem Baxter	↓				
Jaraya James	Victoria Harrington				Yes
Augustine	Alivia Davis				Yes
Nicholas	Natalie Harris				" "
Kariyah	Kenya				Yes
Bayla Muqtasid	Jennifer Trardo				Yes
Milek Trotman	Michele Trotman				Yes
Kayla Hill	Coretta Hunter				Yes

School Name:	TFOA Professional Prep Charter School

Student Name	Parent Name	Telephone	Address	Email	Would you like info on Ember Charter
Briana Larrrosa	Diana Romero Luis Larrrosa				yes
	Darca Isles				Yes
Jarell Hunt	Ariana Hunt				
Renee Washington	Jalen Bennett				yes
Laila Vega	Persida Silva				yes
Mahina Mattheis	Mick Mayers				yes
Jalene Mayers	Parul Mayers				
Cairo Mitchell	Deandra Mitchell				yes
Katea Mitchell					
Kailyn Arna ha					
Assa					
Quameu Siavah	Aminado Keita				yes

Grades K-2 One Call Survey Results			
0		1	1%
1	Press 1 if you want to expand to middle/high school	19	17%
2	Press 2 if you want to expand to preschool	5	4%
3	Press 3 if you want us to expand to both middle/ school and preschool	79	70%
4	Press 4 if you do want us to expand at all	8	7%
9		1	1%
Total		113	100%

Grades 3-4 One Call Survey Results			
0		1	1%
1	Press 1 if you want to expand to middle/high school	24	19%
2	Press 2 if you want to expand to preschool	5	4%
3	Press 3 if you want us to expand to both middle/high school and preschool	89	70%
4	Press 4 if you do want us to expand at all	8	6%
9		1	1%
Total		128	100%

To Whom It May Concern:

I am a parent of two children, ages 6 and 10, at Teaching Firms of America. We recently moved into the neighborhood and transferred the children into the school. As expected, I was concerned about starting the boys at a new school – would it be a good fit for the children? Would the curriculum be on par or better than our previous school? Would the teachers and administration be responsive to parents and attentive to children?

In short, the school has exceeded my expectations. The teachers, administration, and students have been incredibly welcoming and have gone to great extents to ensure that the transition was a positive and valuable experience.

In addition to the warmth and kindness of this community-based school, I've been impressed by the academic rigor, innovative approach to curriculum, and focus on personal character and development. I am grateful to have the opportunity for my children to experience such a unique and innovative academic environment. There are many elements of this school that stand out, but most exciting to me is the study abroad program that the school is planning for middle school.

For both the reasons mentioned above and for many others that I haven't listed, I am writing to express my support – and desire – to develop the international middle school program and to expand the current school into *a K-12 University* under the new name, Ember Charter School for Mindful Education, Innovation, and Transformation.

In doing so, my children, along with the other wonderful children at the school, will have the unique opportunity to continue to grow and develop academically and personally throughout their critical K-12 years.

If you would like to speak with me personally, please do not hesitate to contact me via email at nada.arnot@gmail.com or by phone at 646.912.4837.

Cheers,

A handwritten signature in black ink, appearing to read 'Nada Arnot', with a long horizontal line extending to the right.

Nada Arnot

9/30/2015

To whom it may concern,

My child is currently a student at TFOA Professional Preparatory Charter School. I am very impressed and happy with her progress thus far. I am in support of Ember Charter School as an extension to the elementary school. I believe that the opening of Ember will provide the continuation of a great educational experience for my child.

Regards,
Yenylka Y. Ross
Yenylka Y. Ross

Phone: 

Rafiq Kalam Id Din,
Teaching Firms of America
Professional Preparatory Charter
School,
616 Quincy Street 3rd Floor
Brooklyn, New York 11221,
September 30, 2015.

Patrice Taylor



Dear Rafiq:

I Patrice Taylor
here by write in full support
of your proposed charter
application. My two sons has
just started at this school but
I listen to the plans the school
has to help my sons in their
education. I strongly believes that
the school and children are
in good hands. I should have
started them here a long time
ago. Recently we were told
that Teaching Firms of America

will be expanding to a middle school with both a domestic and international boarding school component. I fully support this. Our family was concerned about where my children would go at the end of elementary school. We've benefited so much from your school as a community, and we are concerned about the next step after 4th grade for our children. The idea of my son going to Ghana is exciting. I knew this would be a life time experience that will help our children be better to their schools and people after they return to TFOA. We want to provide our children and child with an international experience that will allow them to be competitive for college, because most of our community and parents would not be able to provide this types of experiences. We would never dreamed that

our children would travel in
this way unless they were
graduates from high schools.
I strongly believe that my
son will be in a great position
upon returning to Brooklyn to
excel in high school and
attend the best colleges in
America.

I fully support Teaching
Firms of America and this
new charter school that will
be in Ghana.

yours truly
Patrice Taylor

Claudine Henderson

September 29, 2015

Dear Sir/Madam:

I am a parent of a child currently attending school at Professional Preparatory Charter School (TFOA), located at 616 Quincy St., 3rd Floor in Brooklyn New York. For the past two years I have been a firm supporter of the efforts and commitment of the staff at this educational institution for growing and developing the school.

My Child has attended TFOA since its opening in August of 2011. Thus far the mission of the school to prepare students to become future professional is one that seem feasible to my daughter and I because of the continued hard work of the staffs there.

For over four years Professional Preparatory Charter School has kept its promise to provide a fun, community-centered, culturally rich and relevant preparatory school experience to my child. They have nurtured, challenged and cultivated her into a highly intelligent, creative and critically thinking young leader. With the expansion of the school to middle school and the study aboard opportunities, I am confident that the hopes of the staff at Professional Preparatory Charter School and that of myself to create a college-success story in my offspring will be a practical one.

Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing. At TFOA the students and staffs work hard and is persistent. They have an appreciation for learning and studies hard because they know that knowledge open doors that one could never imagine. They sacrifice their time; and most of all they love being part of a family that is focus on creating the future generation of productive adults.

Expanding TFOA would be beneficial to all students attending and the parents as well. I urge you to move forward with the decision to add new components to Professional Preparatory Charter School continuing the process of creating future professions who will lead our global society in the 21st century.

Thank you for your Consideration.

Sincerely,



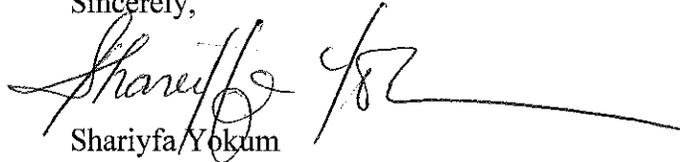
Claudine Henderson

September 29, 2015

To whom it may concern,

My name is Shariyfa Yokum and my child, Reuben Hall, is currently a kindergarten student at TFOA Professional Preparatory Charter School. The school year has only been in session for approximately a month and a half, and I am pleased to say that I am very impressed with the curriculum and structure of the school. When you find programs that are productive, I feel that it is best to support them so that they can grow and continue productivity, especially as it pertains to our children, which are our future. I am strongly in support of broadening what TFOA can provide to our children. I think it is a brilliant idea to have TFOA to expand into a middle school and a high school, as well as TFOA to offer study abroad programs. It would provide greater opportunities to our youth and our community. If you have any further questions please feel free to contact me via email at [REDACTED] Thank You in advance for your time.

Sincerely,


Shariyfa Yokum

September 29, 2015

To whom it may concern:

My name is Sherry Turner I have a daughter who just entered Kindergarten. One of the hardest choices was looking for a school that I believed will help her excel. I heard about this school from another parent giving this school praise, then a school staffer came and spoke at my daughters school and from there on out I was sold. I am seeing some growing changes in my child already. She has Spanish in school which not many children are offered at that age and I love it.

I am in complete support of the TFOA Professional Prep growth and expansion I am eager to look forward to the future with this school. Their innovative ideas on teaching is what children need to be interested in learning and maintaining the enthusiasm about school and their future goals.

Kind Regard



Sherry Turner
sturner11983@gmail.com

September 24, 2015

To whom it may Concern:

I am writing this letter in support for the expansion of Ember Charter School from K-5 to K-12. My children have been attending this school for the last 5 years and the progress they have made has been amazing. Everyone who interacts with them comments on how intelligent they are and asks what school they attend. I believe that the expansion of Ember Charter School will greatly benefit my children as well as many the underserved youth in Brooklyn.

I give my full support for the expansion of this Ember Charter School. If you have any questions, please call me at [REDACTED]

Thank you

Samantha Gamble

Subject: Letter of Support

Date: Wednesday, September 30, 2015 at 4:19:04 PM Eastern Daylight Time

From: MASTERS OF ART + SOUND + LOVE™

To: Rafiq Kalam Id-Din

To Whom It May Concern,

My initial encounter with TFOA was while my daughters attended P.S. 308. As I would take them to school everyday I noticed a different aura and sense of well-being with the TFOA kids/teachers as they silently walked by in a single file line. Impressed by the students orderly behavior and the energetic staff, I immediately inquired about the program as I was unhappy with the PS. 308 School.

After speaking with the Dean, she kindly suggested I immediately go enroll them and if there is space, they will be happy to accommodate them.

As a hands on parent and really discerning of the people/environments my kids are around, I will honestly say I knew in my heart that TFOA was then and still is a tremendous blessing.

What impresses me most at TFOA is the professionalism, diversity in curriculum, genuinely caring staff and "Tribe Vibe" that is highly important in creating a "home away from home" learning atmosphere. This builds a sense of security and trust for the children knowing they're in good hands while away from home. The Founders have done an excellent job at curating a staff and environment the reflects Young Leadership.

TFOA is nothing short of progressive and amazing. In my opinion, we are witnessing a unique prototype for advanced education and youth empowerment. TFOA understands in order to fully cultivate a child, you must take the wholistic approach. Art, Culture, Math, Science, Language Arts, Yoga, Fitness etc. are all important aspects of the growing mind and are well balanced at TFOA. On the technical side, test scores are reflecting the positive impact the school has. In my opinion, the expansion of such a program is an asset to the community it serves and will generate the next generation of successful leaders & thinkers.

Truly,

Adjante Smoots

Email: artsoundlove@gmail.com



THE ASSEMBLY
STATE OF NEW YORK
ALBANY

DISTRICT OFFICE
Shirley A. Chisholm State Office Building
55 Hanson Place, Room 328
Brooklyn, New York 11217
718-596-0100
FAX: 718-596-4992

WALTER T. MOSLEY
Assemblyman 57th District

COMMITTEES

Housing
Banks
Codes
Correction
Education

ALBANY OFFICE
Room 528
Legislative Office Building
Albany, New York 12248
518-455-5325
FAX: 518-455-3684

EMAIL
mosleyw@assembly.state.ny.us

June 24, 2015

Board of Regents State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Board of Regents:

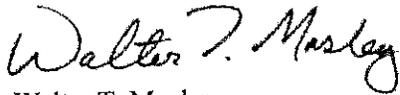
I am writing to you in support of the charter application for the proposed Ember Initiative for Mindful Education, Innovation and Transformation (Ember), the resultant entity that will house the merger of two amazing education organizations: Teaching Firms of America-Professional Prep Charter School (TFOA) and the Anew School (Anew).

This merger and the extraordinary promise of their collective work to build the first K-12 university in our community is exactly the kind of impactful and transformational opportunity I have consistently advocated for throughout my career, and I will do everything I can to see that the totality of their efforts come to fruition. I am particularly excited about helping to realize two important aspects of the project: 1) the portion of the project that will be Anew as New York's first ever international public boarding middle school; and 2) the domestic community based boarding school right here in Bedford Stuyvesant. Their focus on building both an all boys AND all girls academy reminds me of the extraordinary examples set by Morehouse and Spelman colleges, and I have no doubt that the leaders of TFOA and Anew are well on their way to creating something that will one day be similarly powerful and transformational for the young people of our community.

I am particularly familiar with TFOA's work and esteemed reputation as a community based charter, and know that they play a deeply valuable role in our community. As the only Black-led charter school in Brooklyn, I enthusiastically applaud their innovative and holistic teacher-led model, particularly for the authentic, progressive and culturally relevant instruction they provide, as well as their commitment to educating ALL students to become the next generation of creators, producers, entrepreneurs, intellectuals, leaders and civically engaged activists. I stand in full support of their efforts for this merger and their audacious vision to simultaneously advance both educational achievement and economic vitalization for our community.

I look forward to continue working with the TFOA staff, students and families as they become the Ember Community for years to come and serving as a resource and advocate for them on whatever matters may arise for which I can be helpful. Please feel free to contact me if I can do anything that would aid you in your evaluations and determinations for granting the charter for Ember.

Sincerely,

A handwritten signature in cursive script that reads "Walter T. Mosley".

Walter T. Mosley
New York State Assemblyman, 57th AD

WTM/ag



ANNETTE M. ROBINSON
Assemblywoman 58th District
Kings County

CHAIR
Banks Committee

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

COMMITTEES
Aging
Children and Families
Housing
Oversight, Analysis and
Investigation
Real Property Taxation
Small Business

July 10, 2015

State Board of Regents
State Education Department
Albany, New York 12234

Dear Honorable Regents:

I write in support of the charter application for the proposed Ember Initiative for Mindful Education, Innovation and Transformation (Ember), the resultant entity that will house the merger of two amazing education organizations; Teaching Firms of America-Professional Prep Charter School (TFOA) and the Anew School (Anew).

This merger and the promise of their collective work to build the first K-12 university in the Central Brooklyn community is exactly the kind of impactful and transformational opportunity I have advocated for during my career. I will continue to work with the sponsors to help bring this concept to reality. I am particularly excited about two important aspects of the project: 1) Anew as New York's first ever international public boarding middle school; and 2) the domestic community based boarding school here in Bedford Stuyvesant. The effort to create both an all-boys AND all-girls academy is reminiscent of the examples set by Morehouse and Spelman Colleges. I have great confidence that the leaders of TFOA and Anew are well on their way to creating something that will one day be similarly powerful and transformational for the young people in the Central Brooklyn community and beyond.

I am particularly familiar with TFOA's work and esteemed reputation as a community based charter, and know that they play a valuable role in our community. As the only Black-led charter school in Brooklyn, I enthusiastically applaud their innovative and holistic teacher-led educational model, particularly for the authentic, progressive and culturally relevant instruction they provide and their commitment to educating ALL students to become the next generation of intellectuals, leaders and civically engaged activists. I support their efforts for this merger and their vision to simultaneously advance both educational achievement and economic vitalization for our community.

I urge you to approve the application for Ember. I look forward to continue to work with the TFOA administration, students and families as they become the Ember Community for years to come and to continue to advocate for them on whatever matters may arise where I can be helpful.

Sincerely,

A handwritten signature in cursive script that reads "Annette M. Robinson".

Annette M. Robinson
Member
NYS Assembly

EMBER CHARTER SCHOOLS
FOR
MINDFUL EDUCATION, INOVATION AND
TRANSFORMATION

Attachment# 3a
Sample Daily Schedules

Sample Lead Teacher Schedule		
-------------------------------------	--	--

	Monday-Thursday		Friday
7:15-:35	Satff Morning Meeting		Satff Morning Meeting
:35-:40			
:40-:45			
7:45-:50	AM Seminar		AM Seminar
:50-:55			
:55-:00			
8:00-:05am			
:05-:10			
:10-:15			
:15-:20			
:20-:25			
:25-:30			
:30-:35	ESA Humanities		ESA Humanities
:35-:40			
:40-:45			
:45-:50			
8:50-:55			
:55-:00			
9:00-:05			
:05-:10			
:10-:15			
:15-:20	ESA Humanities		ESA Humanities
:20-:25			
:25-:30			
:30-:35			
:35-:40			
:40-:45			
:45-:50			
:50-:55			
:55-:00			
10:00-:05	STEM		PREP
:05-:10			
:10-:15			
:15-:20			
:20-:25			
:25-:30			
:30-:35			
:35-:40			
:40-:45			
:45-:50	STEM		STEM

:50-:55			
:55-:00			
11:00-:05			
:05-:10			
:10-:15			
:15-:20			
:20-:25			
:25-:30			
:30-:35	PREP		
:35-:40			
:40-:45			
:45-:50			
:50-:55			
:55-:00			
12:00-:05			PM Seminar
:05-:10			
:10-:15			
:15-:20			
:20-:25			
:25-:30			
:30-:35			Professional Development
:35-:40			
:40-:45			
:45-:50			
:50-:55			
:55-:00			
1:00-:05			
1:05-:10			
:10-:15			
:15-:20			
:20-:25			
:25-:30			
:30-:35			
:35-:40			
:40-:45			
:45-:50			
:50-:55			
:55-:00			
2:00-:05			

:05-:10			
:10-:15			
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:55-:00			
3:00-:05			
:05-:10			
:10-:15			
:15-:20	PM Seminar PREP		
:20-:25			
:25-:30			
:30-:35			
:35-:40			
:40-:45			
:45-:50			
:50-:55			
:55-:00			
4:00--:05			
:05-:10	Professional Development		
:10-:15		PREP	
:15-:20			
:20-:25			
:25-:30			

EMBER CHARTER SCHOOLS
FOR
MINDFUL EDUCATION, INOVATION AND
TRANSFORMATION

Attachment# 3b
First Year Calendar

TFOA PROFESSIONAL PREP CS CALENDAR SY2016-17

Key: (No school) (Half-day) (Lottery)
 (School Closed) (Staff Summer PD)
 (1st Day of School) (Last Day of School)

July 2016						
Su	M	Tu	W	Th	F	S
					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 2016						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
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21	22	23	24	25	26	27
28	29	30	31			

September 2016						
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25	26	27	28	29	30	

October 2016						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2016						
Su	M	Tu	W	Th	F	S
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20	21	22	23	24	25	26
27	28	29	30			

December 2016						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2017						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2017						
Su	M	Tu	W	Th	F	S
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26	27	28				

March 2017						
Su	M	Tu	W	Th	F	S
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April 2017						
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23	24	25	26	27	28	29
30	31					

May 2017						
Su	M	Tu	W	Th	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017						
Su	M	Tu	W	Th	F	S
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Important Dates	
July 1-10	SCHOOL CLOSED
July 11-Aug 12	Summer PD-July 13 (School Office Open)
Aug 15	First Day of School
Sept 5-6	Labor Day (No School)
Oct 10	No School (President's Day)
Nov 8	No School (Election Day)
Nov 11	No School (Veteran's Day)
Nov 24-25	No School (Thanksgiving)
Dec 19- Jan 3	No School (Winter Break)
Jan 16	No School (MLK Day)
Feb 20-24	No School (Mid-Winter Break)
Mar 25	No School
Apr 4	Lottery
Apr 5-7	ELA State Test
Apr 13-15	Math State Test
Apr 25-29	No School (Spring Break)
May 25-Jun 3	Science Performance Test (4 th Grade)
May 29	No School (Memorial Day)
Jun 6	Science Written Test (4 th Grade)
Jun 16	Last Day of School for Students* (Half-Day) (*Move-up Ceremony/ Community Cookout)
Jun 23	Last Day for Staff

EMBER CHARTER SCHOOLS
FOR
MINDFUL EDUCATION, INOVATION AND
TRANSFORMATION

Attachment# 4
Student Discipline Policy

School Culture and Behavior Management Policy

Overall Philosophy

Our School Culture and Behavioral Management Policy is based on our holistic, student-centered approach, rooted in the cognitive theories of Constructivism and Choice Theory, and ultimately framed in the unique language of our Leadership Index Rubrics (please see attached). Together, these components provide the underlying rationale for the tailored decision making that occurs with respect to both major and minor behavior matters involving students.

Individualized and Student-Centered

We believe that Lead Teachers are best positioned to respond to the individual needs of students in each Schoolhouse (classroom), and thus our teacher-led leadership structure delegates to each lead teacher the authority to choose how to specifically implement the instruction around, and day-to-day management of the Leadership Index, as long as it is differentiated and done so in such a way that is consistent with the overall philosophy described above.

Schoolhouse Management

While all staff members share the collective responsibility of exhibiting and instilling in our students the core values embodied in our Leadership Index, the primary responsibility for purveying and managing school culture and student behavior should be vested in the individual Schoolhouses (i.e. classrooms), with the expectation that the vast majority of behavior issues will be addressed by Lead Teacher within each Schoolhouse. All teachers are directed to use a variety of strategies to identify a student's needs (the source of their behavior), and help develop a plan to enable the student to address the behavior (including, but not limited to calling parents, interviewing other involved students, creating opportunities for meditation and reflection, etc.). Teachers may engage the Dean of Students and/or members of her team to help determine and develop such responses and behavioral plans. Under such circumstances where behaviors are more serious (including but not limited to the causing of injury, tantrums, property damage, etc.), the Dean may inform one of the Partners (usually the Stakeholder Partner), and when necessary refer particularly serious matters to the response to intervention team (RTI) for review and follow up. The Dean may also determine whether a more serious action (e.g. suspension), needs to be taken. In making such determinations, the Dean contacts the parent or guardian and, if necessary, a parent meeting is scheduled, conducted and followed up. See "**Highly Disruptive or Unsafe Behaviors**" below for more information on the policy and procedures under such circumstances.

Firmwide Resources

The Partners, Dean of Students and staff members on the Dean's team (including the Learning Specialists, social workers, etc.) are available to provide strategic and targeted consultation and support teachers and staff members in their work in managing and supporting the positive behavioral development of students in each Schoolhouse as they work through behavior and leadership development matters (including but not limited to the development of any behavioral plans or interventions). The Dean of Students is designated as the DASA Coordinator and shall investigate all incidents of harassment and/or bullying (including but not limited to cyber bullying) involving students.

Serious, Highly Disruptive or Unsafe Behaviors

Like our instruction, every behavior issue is handled and determined on an individualized basis. The goal for every behavioral engagement with a student is to help ensure the consistent display and mastery of the behaviors outlined in the "Awakened" and "Developed" categories of the Leadership Index rubrics, while simultaneously ensuring the health and safety of all students, staff and school property. For any serious behavioral act or display that is inconsistent, or in conflict with the behaviors in the "Awakened" and "Developed" categories of each Leadership Attribute Rubric (including, but not limited to those behaviors highlighted in the "Dormant" and "Awakening" categories of the rubrics), teachers and instructional personnel may utilize a variety of strategies to help support students to reflect and improve and align their choice of actions and behaviors. These strategies could include, but are not limited to:

- asking students to take time to use breathing techniques
- writing reflections
- adult mediated and supervised peace-making discussions and planning
- peer mediated peace-making discussions and planning
- phone calls to parents
- one-on-one or group reflection conversations (with classroom or Dean's Team staff members)
- self reflection/meditation time (either inside or outside of the classroom (including another classroom))

For serious, highly disruptive and/or unsafe behaviors (including but not limited to causing injury to self, another student or staff member, screaming, running from staff members, damaging school property, etc.), that either interferes with, or may interfere with the learning and instructional environment, or places at risk or harms themselves, another student, staff member or school property (as determined by a teacher, member of the Dean's

School Culture and Behavior Management Policy

team or other staff member), students may be referred to the Dean for consideration for a more serious action, including but not limited to:

- asking students to take time to use breathing techniques
- writing reflections
- adult mediated and supervised peace-making discussions and planning
- peer mediated peace-making discussions and planning
- phone calls to parents
- one-on-one or group reflection conversations (with classroom or Dean's Team staff members)
- self reflection/meditation time (either inside or outside of the classroom (including another classroom))
- suspension (short term or long term)
- expulsion

Suspensions & Expulsions

In the case of suspensions or expulsions, a member of the Dean's team will conduct an investigation of the matter, including speaking with all involved stakeholders (including and especially the student who is the subject of the suspension or expulsion). In every circumstance a student will be given the opportunity to be heard and provided with information about the behaviors/actions that have brought that matter up for consideration for suspension or expulsion. Depending on the severity of the incident, and the behavioral history of the student who is the subject of the suspension or expulsion consideration, the Dean will be presented with the information gathered from the investigation, along with a recommendation for suspension or expulsion. The Dean will make a determination based on a review of the record, as well as a direct conversation with the student who is subject of the suspension or expulsion consideration prior to making any determination of suspension or expulsion. In the case of expulsions, the Dean will be sure to talk with parents, guardians or caregivers before making any expulsion decisions.

The only exception to the above process is for students with an IEP—in these circumstances the Dean will further consult with learning specialists, teachers and other stakeholders in determining suspension or expulsion decisions for students with IEPs. Where the recommendation would be for an expulsion or a suspension that would exceed 10 days (except where the suspension is for causing serious bodily harm), the Dean will notify the Partners that she will forward a request for an MDR to the CSE, as well as the student's parent, guardian or primary caregiver. The purpose of the MDR is to determine whether the subject behavior is a manifestation of the student's disability. Where appropriate the school's request for an MDR shall also include a concurrent request for the CSE and DOE to provide the student with services outlined in their IEP as required by law.

Where it is determined that the behavior is a manifestation of the student's disability, when appropriate we shall request an emergency review of the student's IEP to ensure that they are in the appropriate setting and receiving adequate services. If it is determined that our school is not the appropriate setting, we shall request for the CSE and DOE to provide the student with the appropriate setting and services aligned with their needs as required by law.

In any circumstance where a student with an IEP has been determined to cause serious bodily harm to a person at school, on our premises or at a school function, the student may be suspended from school for no more than 45 school days. In all such circumstances, the Dean shall notify the CSE and request that the CSE and DOE provide for the education services for the student as outlined in their IEP.

The School Bus: The Dean is the initial point person for any behavioral issues that occur on the school bus. The Dean informs the Stakeholder Partner of all significant behavioral matters from the school bus. Under most circumstances the Dean will make the determination of whether to contact parents. When serious incidents occur, or there is a consistent pattern of a student's unsafe choices, the Dean may determine whether a student will be suspended from the bus.

Students with IEPs: For students with IEP's, the Partners Council will consult with the Learning Specialist and Dean in making disciplinary decisions. See "**Suspensions and Expulsions**" above.

Provision of Alternative Education

In situations where students are removed from school for more than 10 days, we will work with the DOE and CSE to ensure the provision of appropriate alternative education and instruction as required by law.

Documentation

School Culture and Behavior Management Policy

All serious behavior matters (including any behavior management plans established in conjunction with parents), will be documented and tracked by the Dean and reported to the Partners Council via the Stakeholder Partner.

Due Process and Compliance with Applicable Laws

All matters involving discipline of students (including, but not limited to matters involving suspension, expulsion, etc.) shall comply with all applicable federal, state and local laws and regulations, including, but not limited to affording appropriate and required due process to all stakeholders. This includes ensuring that in each instance where suspension for any length of time is potentially implicated or contemplated, that the student involved is given oral or written notice of the charges against her/him, and if s/he denies them, s/he is provided with explanation of the evidence against them and an opportunity to present her/his version.

Appeals

All disciplinary actions, including but not limited to suspension and expulsion decisions administered under this policy may be appealed to the Partners either orally or in writing. The Partners will review all documentation and/or testimonials, which may include but is not limited to interviewing the student who is the recipient of the disciplinary action, as well as any other stakeholder. The Partners will make a decision either to uphold, modify or reverse a disciplinary determination within 2 days, and shall provide notification of this decision to the student and their parent, guardian or primary caregiver orally or in writing.

School Climate and Culture: Dignity for All Students Act (DASA)

School Climate and Culture: The creation of an environment that is free from harassment, bullying and discrimination is fostered at TFOA both through the frameworks that guide our school practice and through the structures in place that support them. Central to this is our Leadership Index (see attached) that outlines a set of skills, behaviors, and characteristics TFOA expects that students and staff as leaders should all possess. Exposure, modeling, guidance, direct feedback, and explicit teaching of the Leadership Index in a wide variety of settings (classroom, lunch, recess, Family Meeting, arrival, dismissal, etc.) are proactive measures taken by TFOA to cultivate a harassment, bully, and discrimination-free environment. The Dean's Team (comprised of the Dean of Students, School Social Worker, Clinical Social Worker, Learning Specialist, and Sociologist of Education) primarily support this learning and ensure Teacher accountability in each of these contexts.

The Leadership Index describes a range of skills, behaviors, and characteristics that our students and staff are expected to practice and ultimately develop mastery over. Some of these include empathy (Banyan Tree), reflection (Sankofa), honesty (Ma'at), and confidence (Djed). TFOA also supports developing metacognitive processes within students by "observing, listening to and analyzing others point of view and using language that affirms and supports others". Staff refer to these skills, behaviors, and characteristics in a range of settings throughout the school day. The implementation of, and commitment to, culturally relevant pedagogy at TFOA supports students in learning to value their own identities and cultural heritage as well as that of others. The utilization of a holistic approach provides that all adults in the building nurture the range of potentials (physical, emotional, social, civic) in each student.

If an incident of bullying or harassment occurs, an interdisciplinary approach is used which involves the Teachers, the Dean's Team, and the Partners, in order to collaborate and develop an appropriate response and behavior plan tailored to the needs of the specific students involved. This response may include referral to the Response To Intervention team (RTI) for review and follow up, meetings with the students' families, and in some cases, school discipline leading up to suspension.

Our School Culture and Behavior Management Plan (see attached) outlines this process and is distributed to all stakeholders including the families of each student at the beginning of each school year. This policy is under constant review and the most current version is included in the Family Handbook. If any updates are made mid-year, the new version of the policy is redistributed to all stakeholders.

Creating an Inclusive School Community: Sensitivity to the Experience of Specific Student Populations

The demographic population of TFOA is extremely diverse: 29 different countries are represented in our student body, socioeconomic status ranges from below poverty level to middle income, students possess a wide range of learning styles and abilities, and there are a variety of family compositions. Diversity is celebrated, acknowledged and discussed. Each of our classrooms is an inclusion co-taught classroom that accommodates a wide range of learning styles and needs. Students are aware of each other's strengths and challenges and work to support each other's growth. We have student accessible literature that provides further information on the disabilities that we serve in our community so that our students are best equipped to support each other. If a student expresses any lack of sensitivity to a specific student population, it is not only taken very seriously but it is treated as a learning opportunity.

School Culture and Behavior Management Policy

School Personnel

Staff members are expected to have been trained in or have knowledge of DASA and actively implement measures in alignment with DASA in their classrooms. Additionally, staff receive various trainings and professional development courses provided by TFOA on the frameworks that support DASA being enforced at our school. The Partners Council, the Dean of Students, the Assistant Dean, the Clinical Director and the School Social Worker, work in collaboration to document and respond to any reports of abuse. Students and parents both have complete access to this entire team via cell phone numbers, email addresses and our open door policy in which we communicate to families that they can come at anytime with or without notice or appointment. Students that are capable are always encouraged to write written reflections about any incidents that occur and work towards way to resolve a wrongdoing.

Our Employee Handbook specifically outlines process that staff members should engage in if they witness or experience any harassment, bullying or discrimination. Any incidents of the sort are investigated, documented in our student information system, documented in the School Environment and Educational Climate form and provided with responsive interventions.

The Dignity Act Coordinator

Identification and appointing the Dignity Act Coordinator (DAC): The Dean of Students (licensed masters of social work), Dean's Team (comprised of school social worker, clinical social worker, learning specialist, and sociologist of education) are primarily responsible for identifying and mitigating matters related harassment, bullying, discrimination, exclusion, bias, and aggression. By identifying multiple DACs and using a team approach at TFOA, we are better equipped to respond to bias-based harassment (than by designating just one individual), and can increase the level of access, comfort and trust for students and personnel to speak about specific concerns related to harassment, bullying, and discrimination.

Accessibility: Students, personnel, and all other stakeholders are able to access the Dean of Students and Dean's Team during all school hours M-F. Although we currently do not have a dedicated email to address such matters, nor do we post in highly-visible areas or on our website ways to access DAC, the Dean of Students and Dean's Team are highly visible and accessible within the school and ensure to regularly reach out and educate all students and stakeholders on an ongoing basis how to access the Dean and the Dean's Team to discuss such matters.

Allegations of Student-to-Student Harassment and/or Discrimination: TFOA has created a personalized Code of Conduct and School Culture Behavior Management Policy that references NYS Education Laws, to ensure that the school investigates and appropriately responds in the same manner to student harassment, bullying, and discrimination. With regards to student discipline, we ensure to incorporate a progressive model that includes measured, balanced and age-appropriate remedies and procedures that make appropriate use of prevention, education, intervention and discipline, the nature and severity of the offending student's behavior, the developmental age of the student, the previous disciplinary measures used on the student, and the impact the student's behaviors had on an individual who was physically injured and/or emotionally harmed.

Investigating and Responding to Allegations of Staff-to-Student Harassment or Discrimination

TFOA employs a due process including provisions related to staff-to-student misconduct as outlined in the Employee Handbook and School Culture Policy.

Family and Parent Engagement: Communicating with the School Community

TFOA uses multiple means of communicating with the school community to ensure the Dignity Act becomes part of the fabric of the existing school culture. In addition, the Leadership Index, as part of TFOA school frameworks, has interwoven aspects of the Dignity Act to ensure we employ proactive measures to educate students how to help to foster a bully, harassment, and discrimination-free school environment and culture, and ensure student and personnel accountability. We employ several means to establish and have an ongoing relationship with all stakeholders including (but not limited to) the following: Parent Council for each Schoolhouse, school workshops for various stakeholder groups including but not limited to parents, students, faculty and staff, and community members, school website and facebook page, school questionnaires and surveys, and Sister's Keeper meetings. In addition, TFOA includes students in promoting positive and respectful interpersonal relations using the following strategies: Family Meeting for students and any stakeholders interested in attending (held every Friday), integration of school culture and Leadership Index into every day curriculum, displays of student work that promote interpersonal and intergroup respect, awards provided for students who demonstrate the strong practice of Leadership qualities.

School Culture and Behavior Management Policy

Restorative Approaches and Progressive Discipline

TFOA uses a wide range of intervention measures to address discrimination and/or harassment, including, where appropriate, restorative practices, classroom problem-solving, conflict resolution, self-reflection exercises, and counseling, rather than over-relying on exclusionary methods of discipline, such as suspension or class removal. We adopt the philosophy that instances of wrongdoing and conflict can be a "teachable moment" and educate students on the importance of reflecting on their actions, taking accountability and attempting to repair their wrong doings if possible. In addition, families are often involved in the process to learn ways in which they can help reinforce these practices at home and to gain insight as to how other factors may be contributing to a student's wrongdoing so that an appropriate plan can be implemented to address the student's needs on a time-limited or ongoing basis.

Guidance for a Progressive Student Discipline Process: TFOA has established a code of conduct in the form of our School Culture and Behavior Management Policy that includes a due process and progressive student discipline process to ensure the safety of the school community. We have identified several successful alternatives to suspension or other forms of exclusionary discipline for student misbehavior that does not require removing the student from the school including: emphasizing behavioral expectations, collaborating with families, addressing root causes of misbehavior through counseling, using Sankofa rooms for written or verbal self-reflections and exploring way to work towards restoration, referral for additional services to address root causes, close in school monitoring which involves closer adult supervision and restriction of lunchtime, field trips, or recess activities. In addition, TFOA has guidelines for progressive measures to be taken in order to address classroom removal and/or school suspensions.

Internet Safety and Acceptable Use Policies

The Children's Internet and Protection Act: TFOA ensures safe and responsible use of the internet in accordance with the Education Law that includes protection measures that block or filter internet access to pictures that are: obscene, child pornography, or harmful to minors. An internet safeguard policy is included in the Employee Handbook and provided to all staff members upon hiring.

Guidance on Bullying and Cyber-bullying

Cyber-bullying: Although this is an infrequent occurrence at TFOA due to the age group of this student body, TFOA uses measures to address and/or discipline the student who has engaged in the harassment in addition to providing support to the targeted student. Disciplinary and supportive measures may include referral to counseling, restorative approaches, or as appropriate, suspension.

BYLAWS
OF
Ember Charter Schools Initiative for Mindful Education, Innovation & Transformation
A New York Corporation

ARTICLE I
OFFICES

Section 1. Registered Office. The registered office of the corporation in the State of New York shall be located at 616 Quincy Street, 3rd Floor, Brooklyn, New York, in the County of Kings. The registered office and/or registered agent of the corporation may be changed from time to time by action of the Board of Trustees (the "Board").

Section 2. Other Offices. The corporation may also have offices at such other places within the State of New York as the Board may elect through resolution or amendment of the bylaws.

ARTICLE II
TRUSTEES

Section 1. General Powers. The Board (known interchangeably as Trustee(s) and noted throughout these bylaws as Director(s) or Trustee(s)), shall have general power to control and manage the affairs and property of the corporation subject to applicable law and in accordance with the purposes and limitations set forth in the Certificate of Incorporation and herein.

(a) The Board may:

Appoint and discharge advisors and consultants who have skills necessary or helpful to the corporation.

Employ and discharge persons for furtherance of the purposes of the corporation.

Exercise all other powers necessary to manage the affairs and further the purposes of the corporation in conformity with the Certificate of Incorporation, the Charter, and these By-Laws.

(b) The Board shall:

Direct the chairperson, treasurer or managing partner of the Corporation of the corporation to present at the annual meeting of the Board a financial report, verified by the Chairperson and treasurer or certified by an independent public accountant or certified public accountant or a firm of such accountants selected by the Board. These reports shall be filed with the records of the corporation and a copy or abstract thereof entered in the minutes of the

proceedings of the annual meeting of the Board.

Select all officers for the corporation and the members of each committee of the Board.

Section 2. Number, Election and Term of Office. The number of Trustees which shall constitute the Board shall be no less than five, which number may be increased from time to time, by resolution of the Board; such action shall require a vote of a majority of the entire Board. Directors shall serve for two-year terms, at which time they may choose to run for an additional term. Any Director elected to fill an unexpired term (whether resulting from the death, resignation or removal or created by an increase in the number of Directors), shall hold office until the end of the term for the Director they were elected to replace. Directors may be elected to any number of consecutive terms. To become a Director, a person shall be nominated by a Director and elected by a majority vote at a meeting where there is a quorum of the Board.

Section 3: Officers. The officers of the Board shall be chosen by a majority of the Board and shall be a chairperson, a secretary, a treasurer and other such officers, if any, including one or more vice-chairpersons, as the Board may elect. No person shall be able to simultaneously hold more than one position.

(a) **Chairperson.** The chairperson shall preside at all meetings of the Board and the Executive Committee. The chairperson shall have general supervision of the affairs of the Board and shall keep the Board fully informed about the activities of the corporation. He or she, along with the executive director has the power to sign and execute alone in the name of the corporation all contracts authorized either generally or specifically by the Board, unless the Board shall specifically require an additional signature. The chairperson shall perform all the duties as from time to time may be assigned by the Board.

(b) **Vice-Chairperson.** A vice chairperson shall have such powers and duties as may be assigned to him or her by the Board. In the absence of the chairperson, the vice chairperson(s), in the order designated by the Board, shall perform the duties of the chairperson.

(c) **The Secretary.** The secretary shall keep all the minutes of the annual meeting and all meetings of the Board in books provided for that purpose. He or she shall be responsible for the giving and serving of all notices of the corporation and shall perform all the duties customarily incident to the office of the secretary, subject to the control of the Board, and shall perform such other duties as shall from time to time be assigned by the Board.

(d) **The Treasurer.** The treasurer shall keep or cause to be kept full and accurate accounts of receipts and disbursements of the corporation, and shall deposit or cause to be deposited all moneys, evidences of indebtedness and other valuable documents of the corporation in the name and to the credit of the corporation in such banks or depositories as the Board may designate. At each regular meeting, he or she shall render a report of the corporation's accounts showing in appropriate detail: (a) the assets and liabilities of the corporation as of a twelve-month fiscal period terminating not more than three months prior to the meeting; (b) the principal changes in assets and liabilities during that fiscal period; (c) the revenues or receipts of the corporation, both unrestricted and restricted to particular purposes during said fiscal period; and (d) the expenses or disbursements of the corporation, for both general and restricted purposes during said fiscal period. Such report shall be filed with the minutes of the annual meeting of the Board. The report to the Board may consist of a verified or certified copy of any report by the corporation to the Internal Revenue Service or the Attorney General of the State of New York

which includes the information specified above. The treasurer shall, at all reasonable times, exhibit the corporation's books and accounts to any officer or Trustee of the corporation, whenever required by the Board, render a statement of the corporation's accounts, and perform all duties incident to the position of treasurer, subject to the control of the Board, and shall when required, give such security for the faithful performance of his or her duties as the Board may determine.

(e) **Other Officers, Assistant Officers and Agents.** Officers, assistant officers and agents, if any, other than those whose duties are provided for in these by-laws, shall have such authority and perform such duties as may from time to time be prescribed by resolution of the Board of Trustees.

Section 4: Qualification for Trustees. Each Trustee shall be at least 18 years of age.

Section 5: Classification of Trustees. The Trustees shall not be divided into classes.

Section 6. Removal and Resignation. Any Trustee may be removed at any time with or without cause, by a super-majority, of not less than seventy-five percent, of the Board then in office at a regular meeting or special meeting of the Board called for that purpose; provided that there is a quorum of not less than three-fourths of the Board present at such meeting; provided further that at least one week's notice of the proposed action shall have been given to the entire Board of Trustees then in office.

Any Trustee may resign from office at any time. Such resignation shall be made in writing, and shall take effect at the time specified therein, and if no time be specified, at the time of its receipt by the corporation or the chairperson. The acceptance of a resignation by the Board shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

Any Trustee may be removed at any time with cause, including but not limited to conduct that undermines or is otherwise detrimental to the Partners, community, school or corporation, and/or its mission, vision or Teaching Firm model by a unanimous vote of the current Partners, at a regular meeting or special meeting of the Board called for that purpose; provided that at no time may this provision be used to remove a majority of the Board members then in office; provided further that notice of the proposed action shall have been given to one of the officers of the Board of Trustees then in office.

Section 7. Vacancies. Any vacancies and newly created Trusteeships arising at any time and from any cause may be filled at any meeting of the Board by a majority of the Trustees then in office, regardless of their number, and the Trustees so elected shall serve until the next regular Board meeting at which a general election of Trustees is held. A vacancy in the Board shall be deemed to exist on the occurrence of any of the following:

the death, resignation or removal of any Trustee;

the declaration by the Board of a vacancy in the office of a Trustee who has missed three (3) consecutive meetings of the Board or a total of five (5) during any one calendar year, unless a majority of Trustees have excused such Trustee from attendance;

an increase in the authorized number of Trustees by resolution of the Board; or
the failure of the Trustees, at any annual or other meeting of Trustees at which any one or more Trustees are to be elected, to elect the full authorized number of Trustees to be voted for at that meeting.

Section 8. Meetings. Meetings of the Board may be held at any place in a manner consistent with New York State law. The annual meeting of the Board shall be held in June of each year at a time and place fixed by the Board. Other regular meetings of the Board shall be held no less than 6 times (including the annual meeting) during the year at a time and place fixed by the Board. Special meetings of the Board shall be held whenever called by the Chairperson of the Board or any Director upon written demand of not less than two members of the Board, in each case at such time and place and in such a manner as required by New York State law.

Section 9. Other Meetings and Notice. Annual, regular and special meetings of the Board shall be held in a manner consistent with the Open Meetings Law.

Section 10. Quorum and Voting. Unless a greater proportion is required by law, in the case of a Board of fifteen members or less, the quorum shall be at least one-third of the entire number of Directors; and in the case of a Board of more than fifteen members, the quorum shall be at least five members plus one additional member for every five members (or fraction thereof), in excess of fifteen. Except as otherwise provided by law or these By-Laws, at any meeting of the Board at which a quorum is present, the affirmative vote of a majority of the Directors present at the time of the vote shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Directors present may adjourn the meeting until a quorum is obtained.

Section 11. Committees. The Board may designate one or more committees. Each committee must include at least three Directors, except the Executive Committee, which must be comprised of no less than five Directors. Such committees, to the extent provided in such resolution or these bylaws, shall have and may only exercise those powers prescribed by the Board except as otherwise limited by law. The Board may designate one or more Directors as alternate members of any committee, who may replace any absent or disqualified member at any meeting of the committee. Such committee(s) shall have such name(s) as may be determined from time to time by resolution adopted by the Board. Each committee shall keep regular minutes of its meetings and report the same to the Board when required.

Section 12. Committee Rules. Each committee of the Board may fix its own rules of procedure and shall hold its meetings as provided by such rules, except as may otherwise be provided by a resolution of the Board designating such committee. Unless otherwise provided in such a resolution, the presence of at least a majority of the members of the committee shall be necessary to constitute a quorum. In the event that a member and that member's alternate, if alternates are designated by the Board as provided in Section 8 of this Article III, of such committee is or are absent or disqualified, the member(s) thereof present at any meeting and not disqualified from voting, whether or not such member(s) constitute a quorum, may unanimously appoint another member of the Board to act at the meeting in place of any such absent or disqualified member.

Section 13. Action by the Board. Any action required or permitted to be taken by the Board or any committee thereof may be taken without a meeting if all members of the Board or the committee consent in writing to the adoption of a resolution authorizing the action. The

resolution and the written consents thereto by the members of the Board or committee shall be filed with the minutes of the proceedings of the Board or committee. Any one or more members of the Board or any committee thereof may participate in a meeting of the Board or committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time. Participation by such shall constitute presence in person at a meeting.

Section 14. Compensation. No compensation of any kind shall be paid to any Trustee for the performance of his or her duties as Trustee. Subject to Article XII below, this shall not in any way limit reimbursement of or payment for services provided to the corporation by the Trustee in any capacity separate from his or her responsibilities as a Trustee, provided that there is full disclosure of the terms of such compensation and the arrangement has been approved by the Board. The provisions of this section shall not in any way limit reimbursement of or payment for services provided to the Corporation by any organization in which a Trustee is affiliated.

ARTICLE III

OFFICERS AND AGENTS

Section 1. Number. The officers of the corporation shall be a managing partner, chairperson, secretary, treasurer and such other officers, if any, including one or more vice-chairpersons, and such other officers, if any, as the Board may from time to time appoint, except for the Managing Partner who shall be appointed by the Partnership. The chairperson shall be a member of the Board, and the managing partner shall not be a member of the Board. In its discretion, the Board may choose not to fill any office (except the managing partner) for any period as it may deem advisable.

Section 2. Election and Term of Office. The officers of the corporation shall be appointed at the discretion of the Board, and upon a yearly performance review performed by the Board, at the Board's discretion shall continue in office until his or her successor shall have been appointed and qualified, removal, resignation, or until his or her death.

Section 3. Agents. The Board may from time to time appoint other agents as it shall deem necessary, each of who shall hold office at the pleasure of the Board, and shall have such authority and perform such duties and shall receive such reasonable compensation, if any, as a majority of the Board may delegate to any agent any powers possessed by the Board and may prescribe their respective authorities and duties.

Section 4. Removal. Any officer or agent appointed by the Board (except the managing partner) may be removed with or without cause by a vote of the majority of the entire Board.

Section 5. Vacancies. In case of any vacancy in any office, a successor to fill the positions may be appointed by the Board.

Section 6. Managing Partner. He or she, along with the chairperson and the treasurer has the power to sign and execute alone in the name of the corporation all contracts authorized either generally or specifically by the Board, unless the Board shall specifically require an additional signature. The managing partner shall perform all the duties as from time to time may be assigned by the Board and serves at the Board's discretion.

Section 7. Partners and Partnership. Initially, the Partners including the Managing Partner, shall be the four current Partners of Teaching Firms of America-Professional Prep Charter School, together the “Partnership,” which shall be empowered by the Board to lead, manage, operate and make all day-to-day decisions for the corporation save Partner compensation, approval of the corporation’s budget, and approval of the corporation’s goals and objectives. Thereafter, new Partners may be appointed only by the existing Partnership via a consensus or unanimous vote or any other selection process otherwise determined by the Partnership. Partners will be “at-will” employees; a Partner may be fired and/or removed from the partnership for any legally permissible reason by either: a two-thirds vote of all Trustees; or a consensus or unanimous vote of all other Partners.

Section 8. Other Officers, Assistant Officers and Agents. Officers, assistant officers and agents, if any, other than those whose duties are provided for in these by-laws, shall have such authority and perform such duties as may from time to time be prescribed by resolution of the Board.

Section 9. Compensation. Pursuant to Article III, Section 13 of these bylaws, Directors shall serve without compensation, unless the Board approves reimbursement of a Director's actual and necessary expenses while conducting corporation business.

Section 10. Sureties and Bonds. In case the Board shall so require, any officer or agent of the corporation shall execute for the corporation a bond in such sum and with such surety or sureties as the Board may direct, conditioned upon the faithful performance of his or her duties to the corporation and including responsibility for negligence and for the accounting for all property or funds of the corporation that may come into his or her hands.

ARTICLE IV

COMMITTEES

There may be standing committees of the Board, as follows:

(a) **Executive Committee.** An executive committee which shall consist of at least two Trustees, one of whom shall be the chairperson of the Board, who shall also serve as chairperson of the executive committee. The other members of the executive committee shall be appointed by the chairperson, subject to the approval of the Board. The executive committee shall have all the authority of the Board except as to the following matters:

- (i) the filling of vacancies on the Board or on any committee;
- (ii) the amendment or repeal of the By-Laws or the adoption of new By- Laws;
- and
- (iii) the amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repealable.

(b) **Finance Committee.** A finance committee which shall consist of at least two Trustees, one of whom shall be the treasurer who shall serve as chairperson of such committee. The other members of the finance committee shall be appointed by the chairperson of the Board, subject to the approval of the Board. The finance committee shall advise the treasurer and the Board in regard to the investments and general fiscal policy of the corporation.

(c) **Education Advisory Committee.** An education advisory committee which

shall consist of at least one Trustee. The other members of the education advisory committee shall be appointed by the chairperson of the Board, subject to the approval of the Board. The education advisory committee shall review changes in curriculum and make recommendations to the Board on issues concerning the curriculum and the educational model to be utilized by the Corporation.

(d) **Compensation Committee.** A compensation committee which shall consist of at least two Trustees, one of which shall be the chairperson of Board. The other members of the compensation committee shall be appointed by the chairperson of the Board, subject to the approval of the Board. The compensation committee shall review, approve and make recommendations to the Board concerning compensation, compensation practices, policies and procedures for the Corporation.

(c) **Other Committees.** The Board, by resolution adopted by a majority of the entire Board, may establish and appoint other standing committees or special committees consisting of at least one Trustee with such powers and duties as the Board may prescribe.

ARTICLE V

BOARD OF ADVISORS

Section 1. Powers. The Board may appoint from time to time any number of persons as advisors of the corporation to act either singly or as a committee or committees. Each advisor shall hold office during the pleasure of the Board and shall have only the authority or obligations as the Board may from time to time determine.

Section 2. No Compensation. No advisor to the corporation shall receive, directly or indirectly, any salary or compensation for any service rendered to the corporation, except that the Board may authorize reimbursement of expenditures reasonably incurred on behalf of activities for the benefit of the corporation.

ARTICLE VI

CONTRACTS, CHECKS, BANK ACCOUNTS AND INVESTMENTS

Section 1. Checks, Notes and Contracts. The Board is authorized to select the banks or depositories it deems proper for the funds of the corporation and shall determine who shall be authorized on the corporation's behalf to sign checks, drafts or other orders from the payment of money, acceptances, notes or other evidences of indebtedness, to enter into contracts or to execute and deliver other documents and instruments.

Section 2. Investments. The funds of the corporation may be retained in whole or in part in cash or be invested and reinvested from time to time in such property, real, personal or otherwise, including stocks, investment grade bonds or other securities, as the Board may deem desirable.

ARTICLE VII

OFFICE AND BOOKS

Section 1. Office. The office of the corporation shall be located at such place as the Board may from time to time determine.

Section 2. Books. There shall be kept at the office of the corporation correct books of account of the activities and transactions of the corporation including the minute book, which shall contain a copy of the Certificate of Incorporation, a copy of these by-laws, and all minutes of meetings of the Board.

ARTICLE VIII

FISCAL YEAR

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

Section 2. Charter School. The fiscal year of the charter school shall begin on July 1 and end on June 30.

ARTICLE IX

INDEMNIFICATION AND INSURANCE

Section 1. Indemnification. The Corporation may, to the fullest extent now or hereafter permitted by law, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he or she or his or her testator was a Trustee, officer, employee or agent of the corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. No indemnification may be made to or on behalf of any such person if (a) his or her acts were committed in bad faith or were the result of his or her active and deliberate dishonesty and were material to such action or proceeding or (b) he or she personally gained in fact a financial profit or other advantage to which he or she was not legally entitled.

Section 2. Insurance. The corporation shall have the power to purchase and maintain insurance to indemnify the corporation for any obligation which it incurs as a result of its indemnification of Trustees, officers and employees pursuant to Section I above, or to indemnify such persons in instances in which they may be indemnified pursuant to Section I above.

ARTICLE X

AMENDMENTS

These by-laws may be amended or repealed by the affirmative vote of two-thirds of the entire Board present at any meeting of the Board at which a quorum is present. Such action is authorized only at a duly called and held meeting of the Board for which written notice of such meeting, setting forth the proposed alteration, is given in accordance with the notice provisions for special meetings set forth in Article III, Section 6 of these By-laws.

ARTICLE XI

CONFLICTS OF INTEREST. CONTRACTS AND SERVICES OF TRUSTEES AND OFFICERS

Section 1. Disclosure. (a) Immediately upon election or appointment to the Board, all Trustees shall disclose any relevant interest which may pose conflict of interest questions. Disclosure shall include any interest, financial or otherwise, in any corporation, organization, or partnership which provides professional or other services to the corporation. Disclosure statements shall be available to any Trustee of the corporation on request.

(b) When any matter comes before the Board or any committee of the Board in which a Trustee has an interest, that interest shall be immediately disclosed to the Board or committee.

Section 2. Definition of "Interest". Whether a Trustee has an interest in a matter shall be determined by whether that person would derive an individual economic benefit, either directly or indirectly, from the decision on the matter by the Board or committee. An "interest" is not intended to include positions on legislative matters of general impact.

Section 3. Voting. No Trustee shall vote on any matter in which he or she has an interest.

Section 4. Non-Participation. The Board may, by majority vote, ask any Trustee who has an interest in a matter not to participate, or to leave the room in which discussion is carried on; provided, however, that the interested Trustee may participate in any discussion regarding his or her exclusion.

Section 5. Attempts to Influence. Trustees shall not attempt to influence other Trustees regarding matters in which they are interested, without disclosing that interest.

Section 6. Contract Review Committee. If a contract is proposed in which a Trustee or an organization which employs a Trustee is a potential contractor, regardless of amount (an “Interested Party Contract”), a Contracts Review Committee (comprised as set forth below) or the Board shall review the contract and shall recommend that the chairperson or managing partner execute or not execute the contract. Ad hoc Contract Review Committees shall be appointed by the Trustees as needed and shall consist of two (2) Trustees disinterested in the Interested Party Contract. Either an ad hoc Contract Review Committee or the Board may review an Interested Party Contract; however, if a Contract Review Committee reviews an Interested Party Contract and recommends that the chairperson or managing partner not execute the Interested Party Contract, the Board subsequently may review the Interested Party Contract and may recommend that the chairperson or executive director execute or not execute the Interested Party Contract.

Section 7. Conflict Between Bylaws and Charter. To the extent that there are any conflicts between the terms of these bylaws and the terms of the charter school’s charter, the terms of the charter will control.

Section 8. Conflict Between Bylaws and Open Meetings Law. To the extent that there are any conflicts between the terms of these bylaws and the Open Meetings Law, the Open Meetings Law will control.

ARTICLE XII

NON-DISCRIMINATION

In all of its dealings, neither the corporation nor its duly authorized agents shall discriminate against any individual or group for reasons of race, color, creed, sex, age, culture, national origin, marital status, sexual preference, or mental or physical handicap.

ARTICLE XIII

REFERENCE TO CERTIFICATE OF INCORPORATION

References in these By-Laws to the Certificate of Incorporation and the Charter shall include all amendments thereto or changes thereof unless specifically excepted.

EMBER CHARTER SCHOOLS
FOR
MINDFUL EDUCATION, INOVATION AND
TRANSFORMATION

Attachment# 5c

Code of Ethics

Code of Ethics

Ember Charter Schools (Ember) has adopted the SED's Code of Ethics for Educators and has incorporated standards of conduct, and a code of Ethics for Board members. The text for each code and standard follows.

Statement of Purpose

The Educator Standards of Conduct is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout refers to all educators serving the Ember community as classroom teachers, aides, school leaders and other managers.

Principle 1: Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.

Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2: Educators create, support, and maintain challenging learning environments for all.

Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 3: Educators commit to their own learning in order to develop their practice.

Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual

CODE OF ETHICS

and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

Principle 4: Educators collaborate with colleagues and other professionals in the interest of student learning.

Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 5: Educators collaborate with parents and community, building trust and respecting confidentiality.

Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

Principle 6: Educators advance the intellectual and ethical foundation of the learning community.

Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

This Code shall not be used as a basis for discipline by any employer and shall not be used by the State Education Department as a basis for a proceeding under Part 83 of Commissioner's Regulations, nor shall it serve as a basis for decisions pertaining to certification or employment in New York State. Conversely, this Code shall not be interpreted or used to diminish the authority of the Board of Trustees to evaluate or discipline any employee under provisions of law, regulation, or the charter.

Code of Ethics

Code of Conduct for Members of the Board of Trustees

1. Carry out the liaison responsibilities assigned by the Board to the fullest extent practicable including maintaining open lines of communication and fully and fairly representing the issues and concerns of the Board: (1) to the liaison organization and (2) of the liaison organization to the Board.
2. Avoid, during public meetings and during the performance of public duties, the use of abusive, threatening or intimidating language or gestures directed at colleagues, citizens or staff.
3. Pay taxes due to the City, state, or national government and file all appropriate forms as required by law.
4. Unless excused for good cause attend all meetings of the Board or committees to which he or she has been assigned.
5. Make a conscientious effort to be well prepared for each meeting.
6. Diligently exercise the Board's oversight role, questioning where appropriate but avoiding personal attacks.
7. Work to create a positive environment in all meetings and contacts where the community will feel comfortable as observers or participants.
8. Maintain an attitude of courtesy and consideration toward all colleagues during all discussions and deliberations.
9. Be guided by the principle that an individual member has no authority by him or herself; all precautions must be taken in communications both public and private to ensure an understanding that an individual Board member is expressing only his or her individual opinion.
10. Be respectful, attentive and concise.
11. Uphold the Constitution, laws and regulations of the United States, the State of New York and the City of New York.
12. Put loyalty to the welfare of the children and to the School as a whole above loyalty to individuals, voting districts, particular individuals or other special interest groups.
13. Give a full measure of effort and service to the position of trust for which stewardship has been granted; giving earnest effort and best thought to the performance of duties.
14. Seek to find and use the most equitable, efficient, effective, and economical means for getting tasks accomplished.
15. Recommend and support policies and programs that support and protect the human rights of all members of the school community.
16. Ensure the integrity of the actions of the Board of Trustees by avoiding granting special favors or unfair privileges to anyone and any entity.
17. Engage in no business with the City government, or the school system, either directly or indirectly, which is inconsistent with the conscientious performance of duties except as may be consistent with conflict of interest statutes.
18. Never use any information gained confidentially in the performance of Board duties as a means of making private profit or gaining personal advantage of any kind.

Code of Ethics

19. Report through appropriate means and channels, corruption, misconduct, or neglect of duty whenever discovered.
20. Adhere to the principle that the public's business should be conducted in the public view by observing and following the letter and spirit of the Freedom of Information Act using closed meetings only to deal with sensitive personnel, student, legal or contractual problems.
21. Ensure that when responding to the media, or in communication with others, a clear distinction is made between personal opinion or belief and a decision made by the school board.
22. Review orally and in public session at the annual organizational meeting each of these principles and abide by them as a Board Member.
23. Trustees, officers, employees, agents or any other persons having a personal or business relationship with any single not-for-profit organization shall hold no more than 40 percent of total seats comprising the Board.
24. No trustee, officer or employee of a for-profit corporation, limited liability company, or partnership having a business relationship with the charter school involving the provision of educational management services to the charter school shall serve as a voting member of the Board.

Whenever a member believes that another has violated the Code of Ethics or Standards of Conduct it is incumbent on him or her to bring the issue to the person first, then to the chairperson of the board who shall immediately investigate the allegation and, if substantiated and not resolved with the individual member, bring the issue to the full board in closed meeting.

EMBER CHARTER SCHOOLS
FOR
MINDFUL EDUCATION, INOVATION AND
TRANSFORMATION

Attachment# 8a

Hiring and Personnel Policies and Procedures

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EMBER
CHARTER SCHOOLS
EMPLOYEE HANDBOOK

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INTRODUCTION

These policies are designed to assist in achieving consistent personnel practices and to best utilize the human capital and other resources of Ember Charter Schools Initiative for Mindful Education, Innovation and Transformation (“Ember Charter Schools”, “Ember”, or the “Firm”) in the achievement of its mission and goals. These personnel practices do not constitute a contract between the Firm and its employees.

While the Board of Trustees of Ember Charter Schools (the “Board”), is the ultimate source of authority in the Ember organization, in accordance with the Charter authorized by the New York State Education Department, the Partners Council (the “Partners”) has been delegated authority to establish, determine and amend all personnel policies and objectives. The Partners are under the policy authority of the Board, while all other staff are under the policy authority of the Partners. The Partners are responsible for the implementation of this policy statement and for the development of any detailed procedures consistent with its intent and individual objectives.

Each present and subsequent employee of the Firm will be provided with a copy of this personnel policy manual and oriented as to its implementation.

These personnel policies may be amended by the Partners at any time, with a copy if any changes provide to all employees within 90 days.

This policy statement will be reviewed at least annually by the Partners. Any material changes to this policy statement must be reported to the Board within a reasonable amount of time of their adoption.

MISSION

The mission of the Firm, is to prepare our students to become the future professionals (lawyers, doctors, scientists, educators, entrepreneurs, etc.) who will lead our global society in the 21st Century.

VISION

The Firm will provide a fun, ‘college-successful’, community-centered, culturally rich and relevant preparatory school experience to its students, by nurturing, challenging and cultivating them into highly intelligent, creative and critically thinking young citizen leaders.

The Firm is committed to creating an instructional environment that is student centered, data driven and mastery focused, where every teaching professional holds themselves and each other accountable for the school’s most important outcome: high student achievement.

EQUAL OPPORTUNITY & ANTI-HARASSMENT

EQUAL OPPORTUNITY EMPLOYMENT

The Firm is an Equal Employment Opportunity (EEO) employer. The Firm will not discriminate against employees or applicants for employment on any legally recognized basis including, but not limited to: actual or perceived age, military status, race, color, religion, gender, marital status, sexual orientation, national origin, physical or mental disability, alienage or citizenship status, ancestry or ethnicity, predisposing genetic characteristics and/or domestic violence victim status.

The Firm will not discriminate against any individual with a disability who is otherwise qualified for employment. Reasonable accommodation will be provided to individuals with a known physical or mental disability if such accommodation would not impose an undue hardship on the Firm and would enable the individual to apply for or perform the essential functions of the position in question. Any qualified employee or applicant with a disability who requires a reasonable accommodation in order to perform the essential functions of his or her job should notify his or her supervisor and request such an accommodation. The Firm will then identify possible accommodations, if any, that will help to eliminate the limitation or barrier. If the accommodation is reasonable, will not impose an undue hardship and neither the employee nor the accommodation would pose a direct threat to the health and/or safety of the individual or others, the Firm will make the accommodation. The individual is encouraged to fully cooperate with the Firm in seeking and evaluating alternatives and accommodations. The Firm may require medical verification of both the disability and the need for accommodation. For further information, please contact the Executive Officer.

The Firm will attempt to make reasonable accommodations for staff member's observance of religious holidays and sincerely held religious beliefs unless doing so would cause an undue hardship on School operations. If you desire a religious accommodation, you are required to make the request in writing to your supervisor as far in advance as possible.

ANTI-DISCRIMINATION POLICY

It is the policy of Firm to employ and promote individuals qualified and/or trainable for positions by virtue of job-related standards of education, experience, and ability. Thus, it is the objective of the Firm that all actions which relate to employment including recruitment, hiring, training, education, promotion, transfer, termination, compensation, benefits, school-sponsored social and recreational activities, and use of School facilities, shall be administered without regard to race, religion, gender, marital status, national origin, age, sexual orientation, disability, actual or perceived age, ancestry, ethnicity, political activities, predisposing genetic characteristics, domestic violence victim status, status as a veteran, or other status protected by law.

The Firm shall comply with the intent of the Americans with Disabilities Act of 1990, as amended, and shall not knowingly discriminate against individuals with disabilities. The Firm will make adjustments to reasonably accommodate employees with disabilities to the extent required by law.

Any grievance regarding discrimination shall be handled through the Executive Officer, who will provide information and assistance on filing and pursuing the complaint.

The adult community of the school will model best practices and professional behavior of a diverse team. It is against the Firm's policy for anyone within the Firm to intentionally:

- Discriminate against anyone in a legally protected class in the recruitment, hiring, training, compensation, benefits, promotion, transfer termination, lay-off, reduction in workforce, or any other terms or conditions of employment;
- Make any comments, display or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class; or
- Deny a person any service, other program benefits, or financial aid based on the individual's legally protected classification.

Any employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to the Executive Officer.

AFFIRMATIVE ACTION PLAN:

The Firm will maintain this Affirmative Action Plan that will serve as the basis for the implementation and maintenance of an Equal Opportunity Program.

Statement of Policy

In our commitment to affirmative action, the Firm adopts a policy of equal opportunity for all persons regardless of race, creed, sexual orientation, gender, national origin, political affiliation, physical or mental handicaps, religion or age. The Firm has established an Affirmative Action Program in order to insure active compliance with this important policy. This program will take positive steps to remove discrimination from all internal practices including, but not limited to, intake, outreach, provision of services, referrals, follow-ups, as well as employment related practices including, but not limited to, recruiting, advertising, hiring, promoting, demotion, transfer, layoffs, termination, rates of pay, compensation, training, or apprenticeships.

Implementation of Policy

The responsibility for implementing this Affirmative Action Plan is assigned to the Partners. However, all staff members and contractors are expected to share this responsibility and to actively support this program.

Recruitment

The Firm will exert efforts to attract minority, female and disabled applicants for staff positions and as program participants.

Should a workforce analysis reveal certain job classifications where the representation of women, minorities, or disabled is deficient, The Firm shall develop a corrective action plan. This plan will consist of goals, objectives, and a timetable to correct deficiencies and reach a balance within the work force. Employment practices will be revised to ensure that non-discrimination efforts and internal monitoring and reporting system to measure progress are regularly in place.

Recruitment Sources

Recruitment efforts may include state workforce development offices, community organizations, colleges, and universities in order to meet The Firm's affirmative action recruitment of female minority and disabled candidates. Detailed information about the job openings and/or available services will be provided to these sources. When appropriate, recruitment efforts may include participation at job fairs.

Job Advertisements

Employment and /or service advertisements will note that The Firm is an equal opportunity employer and that it will make reasonable accommodations according to the Americans with Disabilities Act.

Personnel Record Keeping

The Firm will maintain up to date records reflective of its efforts to maintain policies listed in this statement. These records will include, but are not limited to:

- a. Employment applications/resumes of those hired and those not hired for a period of 1-3 years.
- b. Employee files containing all forms related to employment with The Firm.
- c. Copies of affirmative action reports.

Discriminatory Practices

Any employee who engages in a discriminatory practice shall be subject to disciplinary action.

Review

The Board of Trustees or its designated committee will review The Firm's affirmative action report(s) on an annual basis.

ANTI HARASSMENT

The Policy

It is the policy of the Firm to prohibit harassment based on inclusion in a protected class from occurring in the workplace or at any other place where a school-sponsored event takes place. The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate the Firm's commitment to maintaining a workplace environment that is free of harassment of and by its employees.

Defining Harassment

The Firm intends to provide a work environment that is pleasant, professional and free from intimidation, hostility or other offenses, which might interfere with work performance. Harassment of any sort - verbal, physical or visual - on the basis of a protected characteristic will not be tolerated. These characteristics include, but are not necessarily limited to, race, color, creed, religion, gender, sexual orientation, age, national origin, citizenship status, ancestry, veteran status, physical or mental disability, marital status, genetic information or any other protected status defined by law. Such conduct when severe or pervasive may also violate the law. Improper conduct may violate our policy, even if it is not as severe or pervasive as to be illegal.

Harassment that violates this policy may take many different forms including, but not limited to:

- Any conduct that creates a hostile environment or that embarrasses or humiliates another individual;
- Verbal conduct, such as epithets, derogatory comments, slurs or unwelcome comments or jokes;
- Visual conduct, such as derogatory posters, photographs, pictures, e-mails, screensavers, cartoons, drawings or gestures;
- Physical conduct, such as assault, blocking normal movement, restraint, touching or physical interference with work;
- Threats or demands to submit to certain non-work related actions in order to keep or get a job, to avoid some other loss or as a condition of receipt of job benefits, job security or promotion; and
- Retaliation for having reported harassment or discrimination, or having assisted another employee in reporting harassment or discrimination.

Any employee, who feels that he or she has been the subject of harassment in violation of this policy, whether by a co-worker, supervisor, board trustee, agent, contractor, guest or vendor of the Firm, must immediately report this action to his or her supervisor.

SEXUAL HARASSMENT

Sexual harassment, like any other form of harassment, will not be tolerated at the Firm. Unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or a condition of employment;
- Submission to, or rejection of, such conduct is used as the basis for employment decisions; or
- Such conduct has the tendency, purpose or effect of unreasonably interfering with work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment refers to behavior: (1) that is not welcome; (2) that is, or would be, offensive to a person of reasonable sensitivity and sensibilities; (3) that fails to respect the rights of another; and (4) that unreasonably interferes with an employee's work performance and effectiveness or creates an intimidating, hostile or offensive working environment. It makes no difference if the harassment is "just joking," "teasing" or "playful." Such conduct may be equally offensive to an individual as any other type of harassment.

Specific forms of behavior that are considered to be sexual harassment in violation of Firm policy include, but are not limited to, the following:

1. Verbal

- Explicit or implicit threats of retribution, or promises of benefits, in return for sexual favors.
- Abusive language related to an employee's sex, including, but not limited to, sexual innuendoes, slurs, suggestive, derogatory or insulting comments or sounds, whistling, jokes of a sexual nature or concerning gender-specific traits, sexual propositions, and threats.
- Use of demeaning or offensive words when referring to an individual's gender.

- Demands for sexual favors or sexually-oriented comments about an employee's body or appearance, sexual habits, sexual preference or sexual desirability.
2. **Visual**
- Abusive written language, including e-mails, showing or displaying pornographic or sexually explicit objects or pictures, graphic commentaries or obscene gestures in the workplace.
3. **Physical Contact**
- Any sexual advance involving physical contact that is not welcome, including touching, petting, pinching, massaging, coerced sexual intercourse, assault or persistent brushing up against a person's body.

Harassment in any form or for any reason is forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Firm.

Any employee, who feels that he or she has been the subject of harassment in violation of this policy, whether by a co-worker, supervisor, board trustee, agent, contractor, guest or vendor of the Firm, must immediately report this action to his or her supervisor. Persons who engage in harassment or retaliation may be subject to disciplinary action. The school will take steps to remedy effects of discrimination where appropriate.

INVESTIGATION AND REMEDIATION

If an employee believes that he or she has experienced sexual harassment or other forms of harassment, or believes that he or she has witnessed sexual or other forms of harassment, that employee should immediately notify the Executive Officer or their designee, or any other leadership team member with whom that employee feels comfortable. All reports of sexual harassment will be investigated by the Executive Officer or their designee who is not involved in the alleged harassment, and will be kept confidential to the extent possible. The Executive Officer will then make a full report to the Partners with the results of the investigation. If a Partner or the Executive Officer or their designee is involved in the reported conduct, or for some reason the employee feels uncomfortable about making a report to a Partner or their designee, the employee should make a report directly to the Board of Trustees.

If an investigation confirms that harassment has occurred, the Partners or their designee or other designee as directed by the Board of Trustees, shall take appropriate corrective action which may, upon a determination by the Partners include, but not be limited to, an official memorandum in an employee's personnel file, salary adjustment, or the termination of the offending employee.

All reports of harassment will be treated seriously and kept confidential to the extent practicable. However, absolute confidentiality is not promised nor can it be assured.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. However, disciplinary action up to and

including termination may be taken against anyone who knowingly makes a false, meritless, or malicious claim of sexual harassment.

WHISTLEBLOWER POLICY

The Firm requires its directors, officers and employees to observe high standards of business and personal ethics, as such personal ethics relate to the organization, in the conduct of their duties and responsibilities. Employees and representatives of the Firm must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations.

This policy is not a vehicle for reporting violations of the Firm's applicable human resources policies, problems with co-workers or managers, or for reporting issues related to alleged employment discrimination or sexual or any other form of unlawful harassment, all of which should be dealt with in accordance with the Firm's Personnel Policies and Procedures (the "Policies and Procedures"), as it is those sections of the Policies and Procedures that are applicable to such matters.

The matters which should be reported under this policy, include suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of the Firm's assets, or suspected regulatory, compliance, or ethics-related issues, concerns, or violations.

Reporting Responsibility

It is the responsibility of all directors, officers and employees to report in good faith violations or suspected violations of high business and personal ethical standards, as such personal ethics relate to the organization, and/or applicable legal requirements ("Violations") in accordance with this Whistleblower Policy.

Reporting Violations

Questions, concerns, suggestions or complaints regarding the ethical and legal standards noted above should be addressed directly to the Firms' Executive Officer.

Non-Retaliation

No Partner, Associate or employee who in good faith reports a Violation shall suffer harassment, retaliation or adverse employment consequences because of such report. An employee who retaliates against someone who has reported a Violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the Firm prior to seeking resolution outside the Firm. Notwithstanding anything contained herein to the contrary, this Whistleblower Policy is not an employment contract and does not modify the employment relationship between the Firm and its employees, nor does it change the fact that employees of the Firm are employees at will. Nothing contained herein provides any director, officer, or employee of the Firm with any additional rights or causes of action, other than those provided by Section 1107 of the Sarbanes-Oxley Act of 2002.

INVESTIGATIONS

The Board may delegate the responsibility to investigate a reported Violation, whether relating to accounting and auditing matters or otherwise, to one or more employees of the

Firm or to any other individual, including persons not employed by the Firm selected by the Board may not delegate such responsibility to an employee or other individual who is the subject of the reported Violation or in a manner that would compromise either the identity of an employee who reported the Violation anonymously or the confidentiality of the complaint or resulting investigation. Notwithstanding anything herein to the contrary, the scope, manner and parameters of any investigation of a reported Violation shall be determined by the Board in its sole discretion and the Firm and its employees will cooperate as necessary in connection with any such investigation.

Acting in Good Faith

Anyone filing a complaint concerning a Violation must act in good faith and have reasonable grounds for believing the information disclosed may indicate a violation of such standards. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Confidentiality

In making a complaint or submission, an employee of the Firm may request that such complaint be treated in a confidential manner (including that the Firm take reasonable steps to ensure that the identity of the employee making the complaint remains anonymous). The Firm takes seriously its responsibility to enforce this Whistleblower Policy and therefore encourages any employee reporting a Violation to identify him or herself so as to facilitate any resulting investigation. Employees may, however, submit complaints on an anonymous basis. Reports of Violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Handling of Reported Violations

The Executive Officer will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days, but only to the extent the sender's identity is disclosed or a return address is provided. All reports will be promptly investigated; the scope of any such investigation being within the sole discretion of the Board, and appropriate corrective action will be taken if warranted by the investigation.

Records

The Executive Officer will retain on a strictly confidential basis for a period of seven years (or otherwise as required under the Firm's record retention policies in effect from time to time) all records relating to any complaint and to the investigation and resolution thereof. All such records are confidential to the Firm and such records will be considered privileged and confidential.

PROBLEM RESOLUTION PROCEDURE

It is the policy of the Firm to treat employees in a fair and impartial manner. The Firm is firmly committed to the belief that undisclosed problems will remain unresolved and eventually lead to a decay of work relationships, dissatisfaction in working conditions, and a decline in operational efficiency. The Firm therefore tries to solve problems as quickly, fairly, and informally as possible. If a problem should arise between members of the community, employees are encouraged to speak directly to each other for discussion and resolution. If the two are unable to resolve their differences, concerns should be brought before the Partners.

The Firm promotes a quality work environment for all employees, one that encourages a high level of individual and team contribution in support of organizational goals. The Firm believes that open communication is essential to a successful work environment and that all employees should feel free to seek answers to work-related questions and raise issues of concern without fear of reprisal or retaliation.

The underlying philosophy of the Firm's Open-Door Policy is to provide an effective and timely process for employees to seek solutions to work-related questions, concerns or problems.

If for any reason, you do not feel comfortable discussing a work-related concern with your manager, you should bring the issue to the attention of the Partner in your Schoolhouse Practice Team. If after taking repeated steps you continue to feel that your issues have not been resolved, you are encouraged to bring your work-related concern to the attention of the Board. You should attempt to resolve your concerns as soon as possible.

COMMENCEMENT OF EMPLOYMENT

Upon employment by the Firm, all employees are required to satisfy all conditions outlined in their offer letter, as well as complete any and all necessary employment related forms and benefit applications as deemed necessary by the Firm. Employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with the Firm or a prospective employee's likelihood of being hired.

SELECTION OF EMPLOYMENT

The Partners will be hired by a consensus of the current Partners. All other personnel will be hired by the Partners or their designees.

All persons selected will receive a written and/or electronic copy of a signed offer letter/personnel action record, which will include position, title, starting compensation, immediate supervisor, and reporting date.

Background Checks

All job applicants shall be subject to general background checks for credit and criminal records and all credit checks shall be conducted strictly under the requirements of Fair Credit Reporting Act. Applicants for managerial positions shall undergo credential verification.

POSITION CLASSIFICATIONS

Regular Employment

All employees of the Firm shall be hired according to one the following classes of employment. They are notified of their class of employment before they accept a position with the Firm.

Employees hired as regular full-time employees and who are scheduled to work 35 hours per week are eligible for all benefits as described in their offer letter and this manual. The Firm may also hire part-time employees.

Part-time employees are those who are scheduled to work for fewer than 35 hours per workweek. Part-time employees are not eligible for benefits or leave accruals as stated in this manual, with following exceptions:

- All employees have workers' compensation coverage.
- Time off work without pay for a part-time employee may be granted at the sole discretion of the Firm Partners or his/her designee.

Temporary Employment

A temporary employee is one which the Firm expects to employ for a specific period of time, up to four months in length. The appointment may be terminated by the Firm at any time, regardless of the period of employment which was initially contemplated as a temporary appointment.

If retained after the four month period, the employee may be considered for regular status.

Temporary employees are not eligible for paid holidays, paid leave or any other benefit to which employees with regular status are entitled. The time spent as a temporary employee.

On-Call Employment

An on-employee has no specific period of employment and is hired on an as needed basis.

On-call employees are not eligible for paid holidays, paid leave or any other benefit to which employees with regular status are entitled.

Fair Labor and Standards Act (FLSA)

Positions that employees hold will also be classified as either exempt or non-exempt pursuant to the Fair Labor Standards Act. An employee is exempt from the overtime provisions of the Fair Labor Standards Act when s/he holds a position that meets specific standards for executive, administrative or professional categories provided by FLSA. An employee who is considered exempt is not paid overtime for hours worked in excess of 40 per week.

A non-exempt employee is one which occupies a position which is covered by the overtime provisions of the FLSA and must be paid time and one half for hours worked in excess of forty per week. The computation for hours worked in excess of forty does not include holidays, vacation, sick leave or other time off.

JOB DESCRIPTIONS

Each employee shall be given a copy of his/her individual job description and a copy will be filed in his/her personnel file. Employees must understand that from time to time it may be necessary for them to change their duties or to assume new duties either temporarily or permanently, at the discretion of their supervisor. All job descriptions shall be reviewed annually at the time of the annual evaluation and updated if needed.

CONDITIONS OF EMPLOYMENT

Probation

The probationary period for all new employees is 30 days. Upon review by the supervisor, probation may be extended, but not beyond an additional 30 days. The employee record shall state the length of any such extension of the probationary period. During a probationary period, the employments will be subject to a close review of performance. At its successful completion, all rights and benefits accrue, and personal time off will then become retroactive to the date of employment. On the first day of the month following the employment of Full-time regular employment, employees will be eligible for insurance benefits. Employees with regular status will receive pay for holidays.

OUTSIDE EMPLOYMENT

Employees will not accept employment outside of the Firm that will conflict with their job responsibility or the interests of The Firm.

The Firm may not retain the services of any person employed by any of its funding sources.

No employee, officer, or agent of the Firm shall participate in the selection, award, or administration of a contract supported by federal funds if there is a conflict of interest or the appearance of conflict of interest.

Officers, employees or agents of the Firm shall not solicit or accept gratuities, favors or anything of monetary value for personal gain from contractors, potential contractors or parties to sub-agreements. No person may offer to give any officer or employee of any funding source any item of value pursuant to an understanding that such officers or employee's vote, official action or judgment would be influenced thereby.

CHANGE OF PERSONNEL STATUS

The Firm needs to maintain up-to-date information about employees in order to be able to aid you and/or your family in matters of personal emergency. Changes in name, address, telephone number, marital status, number of dependents or changes in next of kin and/or beneficiaries should be provided to the Firm's Executive Officer.

COMPENSATION

Payment Schedule

Staff Members are paid, and paychecks are issued on a semi-monthly basis. There are twenty-four (24) pay periods each year and contributions for benefits are allocated across the twenty-four paychecks. Staff members who begin employment in the middle of a pay period will be paid on a prorated basis from the first day they work. If the pay date falls on a weekend or holiday, employees will be paid on the prior business day.

Salary Advances

Advances may be granted to any employee at the discretion of the Partners. Employees who would like to request an advancement of their pay should contact the Partner who leads their Schoolhouse Practice Team. All requests for Pay Advances will be evaluated and handled on a case-by-case basis.

Time and Place of Payment

If you have direct deposit, your pay will be deposited into an account at your financial institution using the account information that you have provided. If you do not have direct deposit, your paycheck can be picked up in person through the Executive Officer or can be mailed to your home address on record with the Firm.

Wage Garnishment

The school complies with any and all court orders, the Consumer Credit Protection Act, and any other applicable laws or orders with regards to wage garnishments and/or wage attachments. On receipt of a court order, the Firm will notify the employee immediately, begin withholding the specified portion of the employee's wages, and provide the employee a copy of the order.

Policies for Errors in Pay

Every effort is made to avoid errors in your paycheck. If you believe an error has been made for any reason, including, but not limited to, an overpayment or underpayment, please contact the Firm's Executive Officer immediately. Paycheck errors of less than \$100.00 (overpayment or underpayment) will be corrected on the next regularly scheduled payroll period following

discovery of the error. Paycheck errors over \$100.00 will be handled on an individual basis depending on the circumstances.

EMPLOYMENT RECORDS

Access to Employment Records

In keeping with the growing recognition of individual rights to privacy, we maintain only those records and collect only personal information that is necessary for organizational purposes. We make every effort to maintain the confidentiality of all personal information. However, the Firm will cooperate with and provide access to personnel files to local, state and federal agencies in accordance with applicable law. Employees who wish to inspect their personnel file may do so in the presence of a staff member or representative designated by the Partners. Employees will not be allowed to view investigation records or any letters of reference. Please contact the Executive Officer if you would like to review your personnel file.

Medical Records

Confidential health and medical records are not included in your personnel file. The Firm will safeguard such records from disclosure and will divulge only that information: (1) as allowed by law, as referenced in the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") or other federal or state law; (2) to the employee's personal physician upon written request of the employee; (3) as required for Workers' Compensation cases; (4) on a need-to-know basis, in connection with matters in which the employee has put his or her health or ability to perform his or her job in issue; or (5) as otherwise required by law.

Pre-employment

Pre-employment and other background investigations are conducted in accordance with federal and state laws regarding individuals offered employment by the Firm.

Verification of Employment

The Firm will provide dates of employment when employment verification is requested. The Firm will provide wage/salary information if the appropriate authorization and release has been provided by the employee. The Firm will not provide recommendations and/or terms of separation and/or rehire status unless required by law.

Form I-9

The Firm is required to maintain employment eligibility verification on U.S. Citizenship and Immigration Services Form I-9 for each of its employees, along with copies of the documents used to establish the employee's identity and employment authorization.

WORK SCHEDULE

SCHOOL YEAR, WORK DAYS AND WORK WEEK

All employees are required to work the entire school year according to a schedule determined by the Firm Partners or their designee. The school year shall span the period from July 1st to June 30th. Regular attendance is essential to the Firm's efficient operation and is a necessary condition of employment. Employees are expected to report to work as scheduled and on time. The standard work week for the Firm will be Monday to Friday, each day 7:15 a.m. to 5:30 p.m.

If it is impossible to report for work as scheduled, please make every reasonable effort to call the Partner who leads your Schoolhouse Practice Team no later than 6:00 AM on the day the employee is scheduled to work. If the absence is to continue beyond the first day, the employee must notify the Partners and/or Executive Officer on a daily basis unless otherwise arranged. It is the responsibility of each employee to notify the Partners and/or Executive Officer of their absence. Absence for three consecutive workdays without notifying the Partners and/or Executive Officer is considered a voluntary termination.

TARDINESS & UNAPPROVED ABSENCES

Any full-time employee or part-time employee who is tardy (defined as more than 5 minutes late for any established reporting time) more than six times a year, or absent without authorization by the Partners or in a manner allowed under the policies and procedures outlined herein, may be subject to disciplinary action, including, but not limited to pay deductions, suspension without pay, or termination.

LUNCH HOURS

Each full-time employee and part-time employee working more than 6 hours per day may select to take either a half hour or full hour lunch without pay as approved and scheduled by the Partners.

OVERTIME

For non-exempt employees, hours worked in excess of 40 per week must have their supervisor's advance approval.

SCHOOL CLOSING

The Firm will close the school due to inclement weather or other conditions whenever the local public school district (e.g., New York City Department of Education) closes all of its schools. Additionally, notices will be placed on the Firm's voicemail system. At the discretion of the Partners or their designee, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days during or at the end of the school year.

WORK HOURS POLICY

The Partners will establish the work hours for the employees employed at the Firm and will inform employees of their scheduled work hours and of any changes to such work hours that are considered necessary or desirable by the Firm.

1. Non-exempt employees (those employees who are subject to the minimum wage and overtime provisions of the Fair Labor Standards Act) who work over forty hours in any particular week will be paid overtime for those additional hours at the rate of time and one-half unless state law dictates otherwise. All non-exempt employees are required to complete an individual time record showing their daily hours worked. Time records cover one workweek and must be completed by the close of each workday. The following points should be considered in filling out time records:

- a) Employees should record their starting time, time out for lunch, time in after lunch, any breaks taken (including start and end times), quitting time and total hours worked for each workday.
- b) Employees' time records should be checked and signed by their direct supervisor. Time not worked for which an employee is entitled to be paid (i.e., paid absences, paid holidays or paid vacation time) should be entered on the time record.
- c) Overtime must be authorized by the Partners or the employee's direct supervisor before over forty hours are worked in a particular week.
- d) Filling out another employee's time record or falsifying any time record is prohibited and will be grounds for disciplinary action, up to and including termination.

2. Personnel employed in executive, administrative, professional, outside sales or certain computer-related capacities are generally exempt from the provisions of the Fair Labor Standards Act. These employees are not required to fill out hourly time records, but must account for daily attendance. Allocation of time must be recorded on the appropriate form as "Regular," "Vacation," "Sick," "Bereavement" or "Jury Duty." The Firm's policy regarding salary payments to exempt employees is set forth below.

3. Supervisors will assign overtime (if any) to non-exempt employees as needed. Employees are not permitted to work overtime without the prior approval of their direct supervisor or the Partners. If the Firm finds that an employee has worked overtime hours that were not approved in advance, appropriate disciplinary action will be taken.

4. Non-exempt employees will be compensated for attendance at lectures, meetings and training programs if such attendance is requested by management.

POLICY ON SALARY BASIS PAYMENT FOR EXEMPT EMPLOYEES

- a) All employees classified as “exempt” from overtime must be paid on a salary basis (except professional employees paid on a fee basis and exempt computer professionals). This means that the employee must be paid, on a weekly or less frequent basis, a predetermined amount constituting all or part of the employee’s compensation, which amount is not subject to reduction because of variations in the quantity or quality of work performed. Except as provided below and in accordance with Department of Labor regulations, an exempt employee will receive the full salary for any week in which the employee performs any work, without regard to the number of days or hours worked. The Firm prohibits deductions from the salary of exempt employees for absences occasioned by the Firm or by the operating requirements of the Firm or that are otherwise prohibited by Department of Labor regulations regarding payment of exempt employees on a salary basis.
- b) The following is a summary of the exceptions to the prohibitions against deductions from pay in the salary basis requirement:
 - i. Deductions from pay may be made when an exempt employee is absent from work for one or more full days for personal reasons other than sickness or disability.
 - ii. Deductions from pay may be made for absences of one or more full days occasioned by sickness or disability if the deduction is made in accordance with a bona fide Firm plan, policy or practice of providing compensation for loss of salary occasioned by such sickness or disability. For example, deductions from pay for one or more full days may be made if an employee has exhausted his or her sick time allowance.
 - iii. Deductions cannot be made for absences due to jury duty, attendance as a witness or temporary military leave. However, the Firm may offset any amounts received by an employee as jury fees, witness fees or military pay against the salary due for that particular week.
 - iv. Deductions from pay may be imposed for penalties imposed in good faith for infractions of safety rules of major significance.
 - v. Deductions from pay may be made for unpaid disciplinary suspensions of one or more full days imposed in good faith for infractions of workplace conduct rules, such as, but not limited to, a violation of the Firm’s Anti-Harassment Policy or Policy Against Sexual Harassment.
 - vi. Prorated salary may be paid in an employee’s first or last week of employment.

- vii. The Firm may pay a proportionate part of the full salary for time actually worked in any week that an employee takes unpaid leave under the Family and Medical Leave Act.

- c) **Complaint Procedure:** Any exempt employee who believes that an improper deduction has been made from his or her pay shall first bring the matter to the attention of his or her direct supervisor who shall attempt to resolve the matter with the employee on the basis of this policy. If the matter is not resolved within two weeks of the date on which the employee raised the matter, he or she may raise the matter with the Board, in writing or by e-mail. The Board or his or her designee will contact the employee within two business days of receiving the complaint to ascertain the employee's position and the amount, date and reason for the deduction. The Board, either alone or in consultation with legal counsel, shall determine whether the deduction violates the prohibition against deductions from the wages of exempt salaried employees and communicate the decision to the employee in writing no later than two weeks after the initial complaint by the employee. If the deduction is determined to be inappropriate, the employee will be reimbursed by the next regularly scheduled pay day.

PERFORMANCE AND PROFESSIONAL DEVELOPMENT

PERFORMANCE REVIEW AND EVALUATION

Performance evaluation is designed to improve the employee's understanding of job objectives and performance standards and to encourage employee development.

A performance evaluation of each employee will be performed by his/her immediate supervisor every year. A supervisor may choose to evaluate and provide feedback to an employee when there is any concern about the employee's performance, particularly as a prerequisite to any type of performance related action to be taken. Under such circumstances, supervisors shall report any ongoing concerns to the supervising Partner in their Schoolhouse Practice Team. In any matter implicating probation, termination or any abatement of employment, the Partners will convene in the Partners Council to make any determinations regarding an employee's status. The Partners shall make the final determination as to the employment status of any non-Partner staff member.

Employees may be eligible to receive a bonus and/or a merit increase based on a performance evaluation conducted by the Partners. Such increases shall be effective as determined by the Partners.

For an employee who is placed on a probationary period, the date for the purpose of the annual evaluation and any merit increase may be amended by the Partners. During any probationary period, the employee will continue to accrue and be able to use benefits. After the completion of the probationary period, an evaluation will be completed.

Any employee whose performance fails to meet an acceptable level will be notified of those areas in which his/her performance has been deficient. Continued deficient performance after such notice may result in disciplinary action up to and including dismissal. Such a dismissal could be classified as an Involuntary Termination.

TRAINING AND DEVELOPMENT

The Firm will provide its employees with opportunities for professional development, within its resources and/or if funds will allow.

TRAINING

In-service training will provide staff with the skills, training and experience necessary to enable job performance. Attendance at approved training is recognized as an important means for staff development. In-service may be mandatory at the Partners discretion based upon workloads, time schedule and need for such training.

CONFERENCES

In order to encourage professional development, staff shall be eligible for attendance at professional conferences as approved by the Partners within the limitation of funds availability. Staff members may also, with approval from the Partners, attend professional conferences or conventions on the Firm's time at their own expense.

The Partners and any member of the Board may also be eligible to attend conferences and to be reimbursed for expenses upon approval of the Partners or Chairperson of the Board.

TUITION REIMBURSEMENT & EXTERNAL PROFESSIONAL DEVELOPMENT

At the discretion of the Partners, fulltime employees who remain employed, in good standing and have demonstrated strong performance with the Firm for two or more years shall be eligible for reimbursement for expenses related to education or professional development they have or will have accrued in furtherance of their professional development as it relates to their work at the Firm. The amount and timing of the reimbursement shall be determined by the Partners. Eligible staff members should submit all request and supporting documentation evidencing such expenses to the Managing Partner and Executive Officer.

EMPLOYEE BENEFITS

BENEFITS SUMMARY

All full-time regular staff members will receive the insurance and other benefits offered by the Firm. Eligibility, coverage, deductibles and carriers of such benefits are subject to modification or termination at any time at the sole discretion of the Firm or the respective insurance carriers. These benefits may be modified or discontinued at the sole discretion of the Firm at any time.

For illustrative purposes only, below is a brief summary of the benefits presently offered by the Firm. This summary briefly describes the benefits in effect at the time that this Handbook was drafted. It is not intended to be definitive or to be relied upon and is not a guarantee or representation that these or any other particular benefits will be or will continue to be provided. More detailed descriptions of the benefits provided can be found in the respective summary plan descriptions located in the office of the Executive Officer.

Benefits are only available to full-time regular employees who are regularly scheduled to work a minimum of forty hours per week. Part-time employees, temporary employees and employees who are regularly scheduled to work less than forty hours per week are not eligible to receive the benefits set forth in this section.

TIME OFF BENEFITS

HOLIDAYS

The Firm will observe various holidays each calendar year. A listing of the paid holidays will be distributed to employees at the start of each new school year. The Firm reserves the right to make changes to its holiday schedule at any time as business needs dictate.

PERSONAL TIME OFF (PTO)

In addition holidays as described above, regular employees of the Firm are eligible to take up to ten (10) days as paid-time-off (PTO), during each school year. PTO shall be accrued to each employee on a prorated basis, with accrual beginning as of the first day of the school year or the start of the employees employment (whichever is later). Any time an employee is absent from work for any reason that is neither Jury Duty or Bereavement as discussed in this Handbook, such a day or days shall be debited from any unused accrued PTO for the employee. All PTO must be approved by the Partners. All requests for PTO must be made with reasonable and sufficient advance notice so as not to be disruptive to the school. Unless otherwise approved by the Partners, employees may not utilize PTO that has not yet been accrued. The use of PTO is also subject to the following additional guidelines:

- a) Employee cannot carryover unused PTO from year -to -year.
- b) Failure to obtain approval for PTO could result in the classification of the absence as an Unauthorized Absence.

- c) Employees with accrued PTO may not, under any circumstances, be paid for such leave without actually taking it.
- d) Holidays occurring during the time of PTO shall not be charged against any such leave.
- e) Employees will not be paid for unused PTO upon separation from employment.
- f) An employee who takes PTO due to illness may be required to provide acceptable proof that the absence was illness-related.
- g) Individuals who have used all of their earned PTO and then become or remain ill will be classified as absent without pay. These employees may be entitled to short-term disability benefits with proper documentation from a physician.
- h) Employees on a leave of absence do not accrue PTO.
- i) An employee may not waive his or her PTO and receive pay in lieu of PTO usage.
- j) Rehired employees will be treated as new hires for the purposes of PTO accrual.

EXCESSIVE UNAUTHORIZED ABSENCE

An employee who is absent for a period of at least three days without approval from the Partners and/or Executive Officer or their designee will be considered to have resigned, with such resignation effective on the initial date of absence. The determination of unauthorized absence will be made by the Partners or their designee.

JURY DUTY

Full-time regular employees who are called for and report to jury duty will be paid their regular rate of pay. Any non-travel allowance that an employee may receive in connection with serving jury duty is to be reimbursed to the Firm during the time period that the employee is receiving compensation from the Firm.

An employee must provide his or her supervisor, and the Executive Officer with written notification of the jury duty obligation as soon as possible (preferably the next business day) following his or her receipt of notice. At the end of jury duty, employees must provide certification of having served jury duty and the amount of money that was received in connection with such service, if any.

Employees who have the option to serve "on call" are required to do so and to report to work if they are not called for the day.

Employees must report to work when excused or dismissed from jury duty.

BEREAVEMENT

If an employee suffers the loss of an immediate family member, the employee will be entitled to up to three consecutive paid days off. These paid days off shall not be deducted from any remaining PTO for which the employee is still eligible. At the Partners discretion, the employee may be granted additional time with or without pay or may use earned unused PTO for additional bereavement leave. The employee is expected to notify their Partner and/or Executive Officer or their designee as soon as possible for the reason for and expected length of the employee's absence. For the purposes of this paragraph, "immediate family member" means the employee's spouse, domestic partner, parent, stepparent, child, stepchild, sibling, grandparent, grandchild, or any other relative that permanently resides with the employee.

WORKERS' COMPENSATION INSURANCE

Injuries resulting from accidents that occur while performing official duties on behalf of the Firm are covered by workers' compensation insurance. Any employee who suffers an injury as a result of such an accident must file a report with the Executive Officer or their designee as soon as possible. Such employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

LEAVES OF ABSENCES

FAMILY AND MEDICAL LEAVE

Coverage

The federal Family and Medical Leave Act of 1993 ("FMLA") entitles employees with twelve months or more of service and 1,250 hours of work to receive up to twelve weeks of unpaid leave for:

- the birth and care of a newborn child ("Bonding Leave");
- the adoption of a child or the placement of a child in foster care ("Bonding Leave");
- to care for an immediate family member (spouse, child or parent) with a serious health condition ("Family Care Leave");
- the employee's own serious health condition ("Serious Health Condition Leave");
- a "qualifying exigency" for military operations arising out of a spouse, child or parent's Armed Forces (including the National Guard and Reserves) active duty or call to active duty in support of a "contingency operation" declared by the U.S. Secretary of Defense, President or Congress, as required by law ("Military Exigency Leave"); or
- to care for a spouse, child, parent or next of kin (nearest blood relative of an individual) who is an Armed Forces member with a serious injury or illness incurred in the line of duty while on active duty that may render the individual medically unfit to perform his or her military duties ("Military Caregiver Leave")

In addition, some states have their own state family and medical leave laws, which may provide leave benefits different than or in addition to those outlined below. If you have any questions about family and medical leave coverage under federal or state law or about your eligibility for coverage, please contact the Executive Officer.

Scope

This policy is applicable to all requests for family and medical leaves of absence under the FMLA.

Eligibility

To be eligible for FMLA leave and benefits, an employee:

- must have worked for the Firm for at least twelve months (which need not be consecutive) prior to the date on which his or her leave is to begin;
- must have worked at least 1,250 hours during the previous twelve months preceding the leave; and
- Full-time teachers of an elementary or secondary school or other educational establishment are presumed to meet the 1,250 hours requirement. However, this presumption is rebuttable. The determination of whether an employee has worked 1,250 hours in the past 12 months must be made as of the date that the FMLA leave is to start, not the date when the leave is requested

Length of FMLA Leave

An eligible employee may take up to a maximum of twelve workweeks of unpaid leave in a "rolling" twelve-month period measured backward from the date that the employee's FMLA

leave begins, when the leave is taken for: (1) Bonding Leave; (2) Family Care Leave; (3) Serious Health Condition Leave; and/or (4) Military Exigency Leave.

In the event that both spouses are employed by the Firm, their rights under this policy will be limited to a combined leave totaling twelve weeks in any twelve-month period if the leave is taken for the birth and care of a newborn child, the adoption of a child or the placement of a child in foster care. FMLA leaves for the birth, adoption or foster care placement of a child must be concluded within twelve months of the birth, adoption or placement.

The maximum amount of FMLA leave available for an employee who needs to take Military Caregiver Leave will be a combined leave total of twenty-six workweeks in a single twelve-month period. A "single twelve-month period" begins on the date of the employee's first use of such leave and ends twelve months after that date.

If both spouses work for the Firm and are eligible for leave under this policy, the spouses will be limited to a total of twenty-six workweeks off between the two when the leave is for Military Caregiver Leave only or is for a combination of Military Caregiver Leave, Bonding Leave and/or Family Care Leave.

To the extent required by law, some extensions to FMLA leave may be granted when the leave is necessitated by an employee's work-related injury/illness or a "disability" as defined under the Americans with Disabilities Act and/or applicable state or local law. Certain restrictions on these benefits may apply.

Advance Notice

An employee requesting a leave pursuant to the FMLA must submit a written leave request to the Executive Officer at least thirty days before the date that the leave is expected to begin. The Firm recognizes that unexpected emergencies can arise where it is not possible to provide thirty days notice of the intended leave. In such situations, employees are expected to provide as much advance notice as possible. Employees may be required to explain why they provided less than 30-days notice of the need for foreseeable leave. If an employee fails to give timely advance notice with no reasonable excuse when 30-days notice is required for foreseeable leave, the Firm may delay FMLA coverage until 30 days after the employee provides notice. The employee must provide sufficient information to enable the Firm to determine if the leave is FMLA-qualifying and must advise the Firm of the anticipated timing and duration of the leave. If the employee fails to respond to the Firm's reasonable inquiries for additional information, the leave may be denied.

Medical Certification

In cases where an employee is requesting a medical leave because of the employee's own serious health condition or that of a spouse, child or parent, the Firm will require the employee to submit a written medical certification from a healthcare provider verifying the need for the leave. The employee must provide a complete and sufficient certification within fifteen calendar days after the Firm's request, unless it is not practicable despite the employee's diligent, good faith efforts. The failure to provide the required medical certification within the time allotted may result in the denial of the FMLA leave. If a certification is incomplete or insufficient, the Executive Officer will notify the employee in writing of what information is necessary to complete the medical certification and provide the employee with at least seven calendar days to furnish the additional information. Failure to

cure the deficiencies identified by the Executive Officer may result in the denial of the FMLA leave. After providing the employee seven days to cure any deficiencies in the certification, the Executive Officer still has questions about the information provided, the Executive Officer may contact the employee's healthcare provider directly to clarify or authenticate the medical certification. The Executive Officer may contact the employee's healthcare provider using human resources professionals, but will not use the employee's direct supervisor.

The Firm, at its own expense, may require the employee to receive a second opinion from a healthcare provider designated and approved by the Firm. If this opinion conflicts with the first opinion, the Firm, again at its own expense, may request a third opinion from a healthcare provider mutually agreed upon by both the Firm and the employee. The third opinion will be binding on both parties.

If an employee's request for leave is for a qualifying exigency, the employee will be required to provide a copy of the covered military member's active duty orders or other documentation issued by the military. The employee will also be required to complete a Certification of Qualifying Exigency form. If the request is for Military Caregiver Leave, the employee must provide a certification from a Department of Defense (DOD) healthcare provider, a Department of Veteran Affairs healthcare provider, a DOD TRICARE network authorized private healthcare provider or a DOD non-network TRICARE authorized private healthcare provider.

During the employee's leave, the employee may also be required to provide the Firm with additional physicians' statements at regular intervals, upon request from the Firm, attesting to the employee's or family member's continued serious health condition and inability to work.

Paid and Unpaid Leave

At Ember, employee's granted leave under this policy will be eligible to receive up to eight (8) weeks of full-pay during this period, net of any remaining PTO still available to an employee at the time leave under this policy begins. After an employee has exhausted of his or her paid leave benefits, the remainder of his or her twelve-week FMLA leave period, if any, will be unpaid. The these paid leave benefits for FMLA leave will not under any circumstances extend the duration of FMLA leave to which an employee is entitled beyond twelve work weeks in a twelve-month period.

Status of Benefits While on Leave

While an employee is on family or medical leave pursuant to the FMLA, he or she will continue to be covered under the health insurance plan in effect at the time that his or her leave began to the same extent and under the same terms and conditions as would apply had he or she not taken leave. The employee must continue to pay whatever employee portion of the premium costs is normally required. If paid leave is used for any portion of the family or medical leave, employee premiums will be deducted from the leave payments in accordance with the practice applicable to an employee not on leave.

During any period of unpaid FMLA leave, in lieu of a payroll deduction for payment of health benefits, the employee will write a check to the Executive Officer (due the first day of each month following their leave) to cover their portion of the health insurance premium. Failure to timely remit this payment will result in cancellation of coverage. Please note that during

unpaid leave, retirement contributions will cease since there will be no payroll and hence, no payroll deduction. Employees may choose to temporarily increase their retirement contributions (in accordance with all applicable rules) before or after their unpaid leave to cover this period.

Intermittent and Reduced Schedule Leave

FMLA leave for an employee's own serious health condition or for the serious health condition of the employee's spouse, parent or child may be taken intermittently or on a reduced schedule basis when medically necessary.

If the need for intermittent leave is based on planned medical treatment, the employee is required to consult with the Partner in his or her Schoolhouse Practice Team to make a reasonable attempt to schedule the treatment in a manner that does not unduly disrupt the Firm or school operations.

When an employee requests an intermittent leave or reduced schedule leave, the Firm reserves the right to temporarily transfer the employee, where possible, to an alternative position that better accommodates the employee's leave schedule. The position to which the employee is transferred will be equivalent in pay and benefits to the one that the employee held prior to the transfer.

Leave During School Closings

For purposes of determining the amount of FMLA leave used by an employee, the fact that a holiday may occur within a week taken as FMLA leave has no effect; the week is counted as a week of FMLA leave. However, during extended school closings where the Firm's activities have temporarily ceased and employees generally are not expected to report for work for one or more weeks (e.g., winter vacation, summer vacation), the days the Firm is closed do not count against the employee's FMLA leave entitlement.

Reporting in While on Leave

During a FMLA leave, an employee is expected to maintain periodic contact with his or her supervisor, the Firm Partners and/or the Executive Officer to advise them of his or her progress and anticipated return-to-work date. Approximately two weeks prior to the anticipated end of the employee's leave period, the employee is expected to notify his or her supervisor, the Firm Partners and/or the Executive Officer of his or her expected return-to-work date.

Instructional Employees

Special FMLA rules apply to employees who work principally in an instructional capacity. Instructional employees may be required to continue their FMLA leave until the end of the semester under the following circumstances:

If the leave is scheduled to begin more than five weeks prior to the end of the semester, and (i) the leave will last at least three weeks and (ii) the employee's scheduled return to work would occur within the three-week period of the end of the semester; or

If the leave is scheduled to begin within five weeks prior to the end of the semester, and (i) the leave will last for more than two weeks, and (ii) the employee's scheduled return to work

would occur within the two-week period of the end of the semester (this does not apply to medical leave for the employee's own serious health condition); or

If the leave is scheduled to begin within three weeks prior to the end of the semester and the leave will last more than five working days (this does not apply to medical leave for the employee's own serious health condition).

An instructional employee who needs intermittent leave or leave on a reduced schedule to care for a family member or for the employee's own serious health condition is subject to special rules when the employee would be on leave for more than twenty percent (20%) of the number of working days over the period that the leave would extend. These special rules include being required to take leave for periods of a particular duration or to transfer temporarily to an alternative, equivalent position that better accommodates the leave. The Executive Officer should be consulted in such situations.

Return-to-Work Certification

All employees taking medical leave to care for their own serious health condition will be required to submit a fitness-for-duty certification signed by their healthcare provider before returning to work, stating that the employee is able to resume his or her position. The certification must address specifically the employee's ability to perform the essential functions of his or her job. The failure to provide an appropriate fitness-for-duty certification will delay the employee's ability to return to work. If an employee never provides such a certification, he or she may be denied reinstatement.

Restoration of Position and Benefits

During the leave, all existing accrued benefits will be retained. An employee on family or medical leave is not entitled to the accrual of any seniority or employment benefits (i.e. holidays) during any period of leave, except as expressly stated herein or as otherwise required by law.

At the conclusion of an employee's family or medical leave, the employee will be returned to the position that the employee held prior to taking the leave unless the following conditions apply:

- The total FMLA-related absences from work exceed twelve weeks.
- The employee would not otherwise have been employed at the time reinstatement is requested.
- The employee cannot perform the essential functions of the job at the conclusion of FMLA leave with or without reasonable accommodation.
- The employee advises the Firm of his or her intent not to return to work.
- The employee fraudulently obtained leave.
- The employee is a key employee as defined under the FMLA, whose reinstatement would cause substantial and grievous economic injury to the operations of the Firm.

If the employee's position is not available, the employee will be placed in a position that is equivalent in pay, benefits and other terms and conditions of employment to the employee's prior position.

Failure of the employee either to return to work or to notify the Firm of his or her inability to return to work at the end of your family or medical leave under the FMLA will be considered a voluntary resignation.

Restoration to work can be delayed if the employee fails to provide a fitness-for-duty certificate to return to work, if the FMLA leave was occasioned by the employee's own serious health condition.

Miscellaneous

The FMLA does not affect any state or local law that provides greater family or medical leave rights. Please contact the Executive Officer with any questions concerning individual state laws.

Unless state law requires otherwise, FMLA leave is integrated with, not in addition to, time off due to a worker's compensation injury or disability.

Explanation of Terms

"Covered service member" means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness.

A "serious injury or illness" is one that was incurred by a service member in the line of duty on active duty that may render the service member medically unfit to perform the duties of his or her office, grade, rank, or rating.

"Immediate family member" under the FMLA means the employee's spouse, child or parent. For purposes of the Firm's FMLA policy, "immediate family member" will also include the employee's domestic partner, stepparent, stepchild, or any other person as defined by the Executive Officer or their designee.

"Key Employee" under the FMLA a key employee is a salaried, eligible employee who is among the highest paid ten percent of all employees of the Firm. Under the FMLA, the Firm may refuse to reinstate a key employee on a FMLA leave if it determines that the denial of reinstatement is necessary to prevent substantial and grievous economic injury to the operations of the Firm.

"Qualifying exigency" includes:

- Issues arising from a covered military member's short notice deployment (i.e., deployment on seven or less days of notice) for a period of seven days from the date of notification;
- Military events and related activities, such as official ceremonies, programs, or events sponsored by the military or family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to the active duty or call to duty status of a covered military member;
- Certain childcare and related activities arising from the active duty or call to active duty status of a covered military member, such as arranging for alternative childcare,

providing childcare on a non-routine, urgent, immediate need basis, enrolling or transferring a child in a new school or day care facility, and attending certain meetings at a school or a day care facility if they are necessary due to circumstances arising from the active duty or call to active duty of the covered military member;

- Making or updating financial and legal arrangements to address a covered military member's absence;
- Attending counseling provided by someone other than a health care provider for oneself, the covered military member, or the child of the covered military member, the need for which arises from the active duty or call to active duty status of the covered military member;
- Taking up to five days of leave to spend time with a covered military member who is on short-term temporary, rest and recuperation leave during deployment;
- Attending to certain post-deployment activities, including attending arrival ceremonies, reintegration briefings and events, and other official ceremonies or programs sponsored by the military for a period of 90 days following the termination of the covered military member's active duty status, and addressing issues arising from the death of a covered military member; or
- Any other event that the employee and the Firm agree is a qualifying exigency.

"Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:

- Inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical-care facility, including any period of incapacity (i.e., inability to work, attend school, or perform other regular daily activities) or subsequent treatment in connection with such inpatient care; or
- Continuing treatment by a health care provider, which includes:
 - a. A period of incapacity lasting more than three consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also includes:
 - treatment two or more times by or under the supervision of a health care provider (i.e., in-person visits, the first within 7 days and both within 30 days of the first day of incapacity); or
 - one treatment by a health care provider (i.e., an in-person visit within 7 days of the first day of incapacity) with a continuing regimen of treatment (e.g., prescription medication, physical therapy); or
 - b. Any period of incapacity related to pregnancy or for prenatal care. A visit to the health care provider is not necessary for each absence; or
 - c. Any period of incapacity or treatment for a chronic serious health condition, which continues over an extended period of time, requires periodic visits (at least twice a year) to a health care provider, and may involve occasional episodes of incapacity. A visit to a health care provider is not necessary for each absence; or
 - d. A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective. Only supervision by a health care provider is required, rather than active treatment; or
 - e. Any absences to receive multiple treatments for restorative surgery or for a condition that would likely result in a period of incapacity of more than three days if not treated.

NURSING MOTHERS POLICY

The Firm will abide by the "Breastfeeding Mothers Bill of Rights" which requires employers to provide reasonable break time for an employee to express breast milk for her nursing child for one year after the child's birth each time that employee has need to express milk. The Firm will make a concerted effort to accommodate mothers who choose to continue to breastfeed after returning to work.

The Firm will attempt to provide a private room or space that is sanitary and close to an employee's work area, other than a toilet stall, to express milk during work hours. The Firm will endeavor to provide a room with an electrical outlet, comfortable chair and nearby access to running water. Employees who have a private office area may use it for breastfeeding or milk expression.

Employees will provide their own breast pump. Employees may use their own cooler packs to store expressed breast milk or may store milk in a designated refrigerator/freezer. Employees should provide their own containers, clearly labeled with their name and the date.

The Firm will attempt to provide a breastfeeding employee with adequate breaks for flexible for breastfeeding or pumping. The time used for these purposes should not exceed the normal time allowed for lunch and breaks.

MILITARY LEAVE OF ABSENCE

Pursuant to the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"), if you leave the Firm to serve in the United States military, you may elect to continue your existing health benefits provided by the Firm for up to twenty-four months while in the military, but you will be required to pay the cost of the premiums. If you do not elect to continue under the Firm's health benefits, you may be reinstated in the health plan with a minimal waiting period, except for service-related illnesses or injuries. In addition, employees who serve in the military for up to 5 years (cumulatively) and who are honorably discharged at the conclusion of their service. Such leave must be granted whether the service is voluntary or involuntary. There is no minimum number of employees or distinction between public and private employers. Any employer that "pays a salary or wages, or has control over employment opportunities" is covered.

Employees subject to military duty obligations will be granted unpaid leave and possible re-employment in accordance with the requirements of the New York State Military Law.

Please note that if you serve in the military, you are required to give the Firm advanced notice of your service as soon as practicable and you must apply for reemployment in a timely manner in order to be eligible for reinstatement. You will be required to provide a copy of the documentation obtained from the U.S. Armed Forces.

Please contact the Executive Officer as soon as you receive notice that you are being activated.

MILITARY SPOUSE LEAVE

An employee who is the spouse of a member of the United States armed forces, national guard or reserves who has been deployed during a period of military conflict (to a combat zone of

operations or a combat theater) may be allowed up to ten days unpaid leave to be used when the employee's spouse is on leave. An employee who seeks leave under this section may be required to provide documentation to support their request for leave.

For purposes of this policy, "period of military conflict" means a period of war declared by the U.S. Congress or in which a member of a reserve component of the armed forces is ordered to active duty.

The Firm will not retaliate or tolerate retaliation against an employee for requesting or taking military spouse leave.

GENERAL LEAVE WITH OR WITHOUT PAY

General Leave with or without pay may be granted at the discretion of the Partners or their designee.

WORKPLACE CONDUCT AND ENVIRONMENT

CODE OF CONDUCT

Each employee has an obligation to observe and follow the Firm's policies and to maintain proper standards of conduct at all times. The conduct of our employees reflects on the Firm, so employees are encouraged to observe the highest standards of professionalism and integrity. The Firm expects all its employees to conduct themselves ethically and appropriately. This not only involves sincere respect for the rights and feelings of others, but also demands that employees avoid any behavior that might be harmful to themselves, co-workers, students or the Firm, or that might be viewed unfavorably by those with whom the Firm does business, by our students or families, or by the public at large.

DISCIPLINE

If a staff member violates a policy, procedure, rule or regulation of the Firm, if he/she fails to behave in accordance with the Firm's standards of conduct, if his/her attitude, conduct or demeanor becomes unsatisfactory, or his/her behavior interferes with the orderly and efficient operation of the Firm, corrective disciplinary measures will be taken. Disciplinary measures may include a verbal warning, written warning, suspension, transfer, reassignment or termination from employment, with or without notice. The appropriate disciplinary action to be imposed will be determined by the Firm. The Firm does not guarantee that one form of action will necessarily precede another. Decisions to discipline will be based on an assessment of all relevant factors.

The following may result in disciplinary action, up to and including discharge:

- Violation of the Firm's policies, procedures, or safety rules;
- Insubordination;
- Repeated tardiness;
- Excessive absences;
- Unauthorized possession, use or sale of alcohol or controlled substances on work premises or during working hours;
- Unauthorized possession, use or sale of weapons, firearms or explosives on work premises;
- Poor performance;
- Intoxication;
- Theft or dishonesty;
- Misuse of technology;
- Fighting;
- Abusive or foul language;
- Physical harassment, sexual harassment or disrespect toward a student, fellow employee, visitor, vendor, or other member of the public;
- Any other conduct deemed inappropriate by the Partners and/or Executive Officer or their designee.

These examples are not all inclusive. We emphasize that decisions will be based on an assessment of all relevant factors.

DRESS CODE

Employees serve as models for students of successful and serious professionals and should always demonstrate that through their appearance and actions. Employees are expected to present a neat, urban professional appearance at all times. For all clothing, pressed, neat, orderly, clean, un-tattered and modest dress conditions apply. Unless otherwise specified below or upon specific permission from the Partners, athletic wear (including, but not limited to t-shirts, sweat/jogging pants, etc.), is not an acceptable form of dress under these professional dress code guidelines.

At the Firm, and for all related Firm functions, outreach, events, etc., and unless otherwise specified by the Partners, all staff members (volunteers and employees) will dress in a business-causal professional manner, in accordance with the following exceptions and guidelines:

- Sneakers: may be worn as low top, mono or dual chromatic colors only. Multi-colored sneakers will be acceptable only when worn with a dress shirt/top, tie and khaki, dress pants or skirt only.
- Timberlands: may be worn only in combination with dress shirt/top and tie or sweater or blazer. Beige, black or navy colored only.
- Polo Shirts: only with Khakis, dress pants or skirts.
- Jeans: only with dress button down shirt/top. Blue or Black Mono chromatic colors only. Modest fit.
- Skirts: must be appropriate to sit on the floor crisscross style.
- Leggings: only to be worn as tights.
- Shoes: closed toe (or peep toe) only.

SUBSTANCE ABUSE

The Firm seeks to maintain a safe workplace and learning environment by eliminating the hazards to health and safety created by alcohol and other drug abuse. Therefore, all employees and contractors are prohibited from the use, manufacture, distribution, sale and/or possession of any illegal drug, controlled substance or alcoholic beverage during work hours (including lunch and break time) in the Firm, on School property or in a School vehicle. Employees are prohibited from being under the influence of, selling, offering to sell, trading, purchasing, using or possessing any illegal drug or alcohol while performing Firm business or job-related duties, while on School property or while operating Firm equipment or vehicles. [Note: Firm-sponsored activities that may include the service of alcoholic beverages are not included in this provision.]

Employees who engage in the above-prohibited activities in violation of this policy are subject to disciplinary action, up to and including termination of employment. Furthermore, any employee who violates this policy or who voluntarily seeks assistance may be required, in connection with, or in lieu of disciplinary actions, to participate in and successfully complete a school-approved drug and/or alcohol assistance or rehabilitation program as a condition of continued employment.

The Firm assures that any information concerning an individual's drug and/or alcohol use will remain confidential.

Each employee taking a legal drug which could affect job safety or performance is responsible for notifying his/her supervisor without disclosing the identity of the substance and for providing a physician's certificate stating the substance does not adversely affect the employee's ability to safely and efficiently perform the employee's job duties and/or provide any work restrictions. This certificate must be provided to the Executive Officer before the employee reports to his or her work area. If the school and the employee's physician have determined that the substance does not adversely affect the employee's ability to safely and efficiently perform the employee's job duties or determined that a reasonable accommodation can be made, the employee may commence work. An employee may not be permitted to perform his or her job duties unless such a determination or reasonable accommodation is made.

The Firm reserves the right to take any and all appropriate and lawful actions necessary to enforce this substance abuse policy including, but not limited to, the inspection of shelves, desks or other suspected areas of concealment, as well as an employee's personal property when the Firm has reasonable suspicion to believe that the employee has violated this substance abuse policy.

USE OF TOBACCO

Employees are models for the students that they teach. As such, staff members are prohibited from smoking on school ground and at school events.

The Firm promises and requires a drug and alcohol free workforce. The Firm will assist employees in obtaining any assistance they may need, while ensuring the safety of other employees, children and families. To this end, employees are advised of the following conditions of employment regarding drugs and alcohol.

SAFE WORKPLACE

The Firm seeks to provide a safe workplace for employees and to provide a comfortable and secure atmosphere. The Firm expects all employees to conduct themselves in a non-threatening, non-abusive manner at all times. No direct, conditional or veiled threat of harm to any person or property will be considered acceptable behavior. Acts of violence or intimidation of others will not be tolerated. Any employee who commits or threatens to commit a violent act against any person while on the Firm's premises or while engaged in the Firm's activities may be subject to immediate discharge.

Examples of workplace violence include, but are not limited to, the following:

- All threats or acts of violence occurring on the Firm's premises, regardless of the relationship between the employee and the parties involved.
- All threats or acts of violence occurring off the Firm's premises by someone acting as a representative of the Firm.

Specific examples of conduct that may be considered threats or acts of violence include, but are not limited to, the following:

- Hitting or shoving an individual.
- Threatening to harm an individual or his/her family, friends, associates, or property.
- Intentional destruction of, or threatening to destroy, Firm property.
- Making harassing or threatening phone calls, sending threatening, or harassing emails.
- Harassing surveillance or stalking (following or watching someone).
- Unauthorized possession or use of firearms or weapons in the workplace or while engaged in Firm business.

Firm employees share the responsibility to identify and bring a stop to threatening or violent behavior. Any employee who is subjected to or threatened with violence, or who is aware of another individual who has been subjected to or threatened with violence, should immediately report this threat or act to the Partners and/or Executive Officer or their designee. Employees must assume that any threat is serious. All reports will be carefully investigated and employee confidentiality will be maintained to the fullest extent possible, taking into consideration the need to address the substance of the report.

It is the intent of the Firm to provide a safe and secure workplace for employees, students and visitors. The Firm expressly forbids the possession of firearms while on the Firm's property or while engaged in the Firm's business. The Firm has "zero tolerance" for possession of any type of weapon, firearm, explosive, or ammunition.

The possession of firearms on the Firm's property or while engaged in the Firm's business may be cause for discipline. In enforcing this policy, the Firm reserves the right to request inspections of any employee and their personal effects. Any employee who refuses to allow inspection will be subject to the same disciplinary action as being found in possession of firearms.

An employee who witnesses or suspects another individual of violating this policy should immediately report this information to the Partners and/or Executive Officer or their designee.

In order to ensure the safety and welfare of employees, and other people on the Firm's property, the Firm reserves the right, on reasonable suspicion that the Firm policy is being violated, to conduct searches or inspections of employees and their desks, personal effects, lockers, packages, purses, baggage, and any other property located on the Firm's premises. Entry on the Firm's premises by an employee constitutes consent to searches or inspections.

RELATIONSHIPS WITH STUDENTS

Firm employees are strictly prohibited from engaging in personal relationships with students, which are outside the scope of a professional adult/student relationship or which may give the appearance of being outside the scope of a professional adult/student relationship. This prohibition applies both on and off School grounds.

Employees who violate this policy may be subject to disciplinary action, up to and including immediate termination. Employees who violate this policy may also be subject to being reported to law enforcement authorities, if the conduct is believed to constitute a crime under state law. If disciplinary action is taken against an employee, a report will be made to law

enforcement and/or a child abuse report will be made for violation of this policy. In addition, the parents of the student involved will be notified of the situation and the actions taken by the Firm.

E-COMMUNICATION WITH STUDENTS AND FAMILIES

If a staff member has a personal profile or page on a website such as www.facebook.com or www.myspace.com, the staff member should not make that known to students or communicate with students via the internet or social networking media in an unauthorized manner. If a student attempts to contact an employee via the internet or other social networking media, the employee should inform the Executive Officer immediately.

ONLINE POSTING POLICY

The Firm expects all employees to practice high standards of professionalism and personal ethics when utilizing social networking (e.g. Facebook, Twitter, etc.) or other publicly available (e.g. non-password-protected web-based photo album, personal blog, etc.) websites. Employees are prohibited from posting a photograph of a student or using a student's name on any social-networking or other publicly available website without first obtaining the written permission of the Partners and/or a parent or guardian of the student. It is strongly recommended that employees not post comments on any social-networking or publicly available website about the Firm, its students or families that might interfere with the orderly and efficient running of the Firm and/or the privacy of the Firm and Firm staff members, students, or family members on social-networking or publicly available websites. It is also highly recommended that employees refrain from communicating with students via social-networking websites. The Firm reserves the right to fully investigate any report of an inappropriate online posting.

COMPUTER, EMAIL, AND INTERNET USAGE

All school-provided equipment and services, including computers, cell phones, fax machines, copiers, email, and internet access are intended solely for school-related purposes and for use by the Firm employees. Employees of the Firm shall not use the Firm equipment or services to transmit, retrieve, reproduce, or store any communications of a defamatory, discriminatory, or harassing nature or materials that are of an obscene or offensive nature. Employees shall not use the Firm equipment or services to transmit messages with derogatory or inflammatory remarks about an individual or violate the Firm's policies or procedures. E-mail is not guaranteed to be private or confidential. The Firm reserves the right to monitor or review any information stored or transmitted on its equipment.

The Firm offers internet access to its staff. The primary purpose of providing access to the internet is to support the educational mission of the Firm. The Firm expects that the staff will use this access in a manner consistent with this purpose.

While the internet is a tremendous resource for electronic information, it has the potential for abuse. The Firm makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the internet. Users of the Firm's internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the internet.

Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the Firm's computer network or stored in the user's directory or on a disk drive. The Firm reserves the right to examine all data stored on diskettes involved in the user's use of the Firm's internet service.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

Copyrighted materials belonging to entities other than the Firm may not be transmitted by employees on the Internet. Users are not permitted to copy, transfer, rename, add or delete information or programs belonging to other users unless given express permission to do so by the owner. Failure to observe copyright or license agreements may result in disciplinary action from the Firm or legal action by the copyright owner.

Access to the Firm's Internet service is a privilege not a right. The Firm reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including dismissal for violations of this policy. The Firm will advise appropriate law enforcement agencies of illegal activities conducted through the Firm's internet service. The Firm also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA affords parents and students over 18 years of age certain rights with respect to the student's education records. Questions about this act may be addressed to one of the Partners.

SUSPECTED CHILD ABUSE AND MALTREATMENT

In order for the School's students to receive the full benefits of public education and to engage in all school activities for which they are qualified, they must be free from physical danger, abuse, maltreatment and neglect from their parent, guardian, or custodian. The Firm recognizes that because of their sustained contact with school-aged children, employees are in an excellent position to identify abused or maltreated children and refer them for treatment and protection.

Pursuant to applicable law, any school official or employee who has reasonable cause to know or suspect that a child has been subjected to abuse or maltreatment will immediately report this to the Partners and/or Dean of Students or their designee. The Partners will determine whether such information is sufficient to support a report of the matter to the New York State Child Abuse and Maltreatment Register, as required by law. In accordance with the law, any employee who fails to report an instance of suspected child abuse or maltreatment may be guilty of a Class A misdemeanor and may be held liable for the damages caused by the failure to report.

The purpose of mandatory reporting is to identify suspected abused and maltreated children as soon as possible, so that such children determined to be abused or maltreated can be

protected from further harm and, where appropriate, can be offered services to assist him or her and his or her family. The law grants employees and other persons who report instances of child abuse immunity in good faith from any liability that might otherwise be incurred.

Therefore, the Partners have the legal right and responsibility to report all children suspected of physical or emotional abuse, maltreatment or neglect to the appropriate authorities. They are authorized to take whatever action is necessary to report and protect children while in their custody whenever abuse or neglect is suspected. Any employee who has cause to suspect that the death of any child is a result of child abuse or maltreatment must report that fact to the appropriate medical examiner or coroner, though any such reporting must first be reported to the Partners and/or Dean of Students.

Firm employees should not contact the child's family or any other person to determine the cause of the suspected abuse or maltreatment. It is not the responsibility of the employee to prove that the child has been abused or maltreated. The Firm will cooperate to the extent possible with authorized child protective services workers in investigations of alleged child abuse.

SEPARATION

Except as otherwise specifically provided in a contractual employee's annual contract, all employees serve at the will of the Firm and its designees. The decision to terminate a non-Partner employee is vested with the Partners Council. A decision to terminate and/or remove a Partner from the partnership for any legally permissible reason may be accomplished by either: 1) a two-thirds vote of all Board Trustees; 2) a majority vote of all Board Trustees and a majority vote of all other Partners; or 3) a consensus or unanimous vote of all other Partners. An employee may be terminated at any time for any lawful reason or no reason, with or without "cause."

For purposes of these policies and procedures, each of the following constitutes "cause" for termination of employment:

- Violation of the Firm's policies or procedures or safety rules from time to time in effect;
- Use of corporal punishment;
- Use or sale of narcotics;
- Poor performance;
- Excessive absence;
- Excessive lateness;
- Intoxication; theft or dishonesty;
- Misuse of technology;
- Fighting;
- Abusive or foul language;
- Insubordination;
- Unauthorized possession, use or sale of alcohol or controlled substances on work premises or during working hours;
- Unauthorized possession, use or sale of weapons, firearms or explosives on work premises;
- Physical or sexual harassment or demeaning conduct or attitude towards a student, an employee, a visitor, or a vendor; or
- Any other conduct deemed inappropriate by the employee's manager.

These examples are not all-inclusive. Discharge decisions for "cause" will be based on an assessment of all relevant factors. An employee who is terminated or who resigns is not entitled to any accrued PTO.

Employees should remember that the Firm is free to terminate an employee's employment at any time for any reason or no reason. The behavior listed above illustrates the type of conduct which may result in disciplinary action, up to and including termination. The list is not meant to be all inclusive, nor is it intended to limit the authority and right of the Firm to take whatever action it deems in its sole discretion to be appropriate. No contract of employment is created by this policy.

PHASING-OUT AND ELIMINATION OF POSITIONS

We carefully create positions for the Firm. From time to time, it may be necessary to phase out or eliminate certain positions previously held established within the Firm.

EXIT INTERVIEWS

Any employee who separates from the Firm may be asked to participate in an exit interview with the Executive Officer. The exit interview is used to collect feedback about the employee's employment with the Firm and any other information that the employee thinks that the Firm should know. This feedback will help the Firm maintain successful policies and practices and focus on areas that need improvement.

RETURN OF OFFICE MATERIALS

An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, computer, cell phone, parking permit, and school-owned materials and supplies in such employee's possession to the Partners and/or Executive Officer or their designee. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists or other similar information, may be taken by such employee without the express written permission of the Partners and/or Executive Officer or their designee.

CONTINUANCE OF HEALTH INSURANCE UNDER COBRA

Under the Consolidated Omnibus Budget Reconciliation Act of 1985, better known as COBRA, and New York State law if an employee terminates employment with the Firm, the employee is entitled to continue participating in the Firm's group health plan for a prescribed period of time, usually 18 months. In certain circumstances, such as an employee's divorce or death, the length of coverage period may be longer for qualified dependents. COBRA coverage is not extended to employees terminated for gross misconduct.

If a former employee chooses to continue group benefits under COBRA, the employee must pay the entire cost of the applicable premium plus a 2% administrative fee. Coverage will cease if the former employee fails to make premium payments as scheduled, becomes covered by another group plan that does not exclude pre-existing conditions, or becomes eligible for Medicare. Former employees and dependents who are eligible for COBRA will receive information on their right to elect coverage.

For detailed information or questions on COBRA, please contact the Managing Director.

UNEMPLOYMENT COMPENSATION

The Firm is responsible for Unemployment Compensation as required by the reimbursement provisions for not-for-profit organizations in the State of New York. An employee should contact their local Unemployment Insurance Division to determine eligibility for unemployment benefits.

SCHOOL PROPERTY AND COMMUNICATIONS

CONFIDENTIALITY AND WORK PRODUCT

The Firm has and will develop, compile and own certain confidential information, which has great value to the Firm's work (referred to collectively as "Confidential Information"). The Firm may disclose Confidential Information to the staff member in the course of his/her employment or in the process of applying for or commencing employment. Confidential Information includes not only information disclosed by the Firm but also information developed or learned by a staff member during the course of his employment with the Firm. Confidential Information is to be broadly defined, and includes all proprietary information which has or could have commercial value or other utility due to its confidentiality in the work in which the Firm is engaged or contemplates engaging or the unauthorized disclosure of which could be detrimental to the interests of the Firm, whether or not such information is identified as Confidential Information by the Firm. Confidential Information includes, but is not limited to, all information concerning databases, source code, object code and other computer programs, products, processes, formulae, trade secrets, innovations, inventions, specifications, data know-how, formats, marketing plans, business plans, strategies, forecasts, unpublished financial statements, budgets, projections, and customer and supplier identities, needs, characteristics and agreements.

Employees agree that at all times during or subsequent to employment, she/he will hold in trust, keep confidential and not disclose to any third party or make any use of the Confidential Information, except for the benefit of the Firm and in the course of his/her employment with the Firm. Staff members further agree not to cause the transmission, removal or transport of Confidential Information from the Firm's facilities, without prior written approval of the Firm Partners or Executive Officer.

MEDIA AND PUBLIC RELATIONS

Employees may respond to inquiries from the media on the subject matter and only then in strict compliance with media policies set by the Board in consultation with the Partners. Calls responding to après release should be forwarded to the contact person listed on the press release. General questions of the Firm's services may be directed to the Managing Partner. Inquiries regarding any incident or other news report should be referred to the Managing Partner.

PERSONNEL INQUIRIES

No one in the Firm other than the Partners and/or Executive Officer or their designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of the Firm.

GIFTS AND GRATUITIES

Employees of the Firm are prohibited from accepting gifts, money or gratuities in any form from persons receiving benefits or services from the organization or from persons performing services under contract to the organization, or otherwise in a position to benefit from an employee action.

CARE OF EQUIPMENT

The Firm believes strongly in providing staff with all of the tools that are needed to succeed. For employees, this means that the Firm will equip employees with a computer, a desk and other materials, as the Firm deems necessary. All materials and equipment provided to the employee by the Firm are intended for school-related use only and are the property of the Firm. Except for items clearly intended for staff to use off-premises such as laptop computers, all the Firm's equipment, materials, and supplies should never leave the Firm's premises for employee use without the permission of the Partners and/or Executive Officer or their designee.

It is understood that accidents happen, but employees are encouraged to take the best possible care of all the Firm's property. Whenever equipment or materials are damaged or malfunction, employees should notify the Partners and/or Executive Officer or their designee immediately so that the Firm can address the problem quickly. All items and services purchased through the Firm remain the property of the Firm.

Staff must sign an "Acknowledgement of Receipt and Condition" for equipment intended for use off-premises when they first take possession of a piece of equipment and when they return it. The Firm may request that staff members return a piece of equipment or submit a piece of equipment for inspection.

SOLICITATION

The Firm has established rules applicable to all employees to govern solicitation and distribution of written material during working time and entry onto the premises and work areas. All employees are expected to comply strictly with these rules.

1. No employee shall solicit or promote support for any cause or organization during his or her working time or during the working time of the employee or employees at whom the solicitation is directed; and
2. No employee shall distribute or circulate any written or printed material in work areas at any time during his or her working time or during the working time of the employee or employees at whom the distribution is directed.

As used in this policy, "working time" includes all time for which an employee is paid and/or is scheduled to be performing services for the Firm. This excludes meal or other breaks, rest periods or other times during a shift when an employee is not engaged in performing services for the Firm.

In addition, the Firm's electronic resources (including computer systems, the Firm's Intranet, e-mail, phone systems, voicemail, cell phones and blackberries, shall not be used for personal

gain or advancement of individual views. Utilization of e-mail or other Firm-provided electronic resources for purposes of non-business solicitation or for personal gain or the promotion of events and causes is likewise prohibited.

BAN ON ACCEPTANCE OF GIFTS

Firm employees are not permitted to accept gifts of any kind of a value exceeding fifty dollars—including but not limited to money, goods, food, entertainment, or services—directly or indirectly from: 1) individuals, schools, or companies serving as vendors or potential vendors for the Firm; 2) elected officials or their representatives; 3) candidates for public office or their representatives; or 4) political party officials or their representatives. Exceptions may be made by the Partners or their designee, including instances where such gifts intended for and will be used by the Firm. Offers of such gifts in excess of fifty dollars, even when refused, must be communicated immediately by the employee receiving such an offer to the Partners, Executive Officer or their designee.

COPYRIGHTS

Copyrights, payments and/or royalties that occur as a result of a project of any employee or employees of the Firm remain the property of the Firm. The Board may assign copyrights, royalties, or other payments to the author, authors, or project participants.

SUMMARY

This handbook is a general guide to the employment policies of the Firm. Neither this Handbook, nor any benefit plan, is intended to create a contract for any purpose or duration, express or implied. This Handbook is not intended to guarantee employment or any particular conditions of employment, for a fixed period of time or to restrict the right of the Firm, or the right of any employee, to terminate the employment relationship, at any time, for any reason or for no reason. No administrator, manager or supervisor has the authority to enter into a contract of employment with you – express or implied – that changes or alters the at-will employment relationship. Only the Partners, as a designee of the Board have the authority to enter into an employment agreement that alters the at-will employment relationship and any such agreement must be in writing and signed by the Partners or his/her designee.

Benefit plans offered by the Firm are defined in legal documents such as insurance contracts and/or Summary Plan Descriptions (SPDs). If you enroll in benefits and a question arises about the nature and extent of plan benefits or there is a conflict in language, the formal language of the plan documents (or, where applicable, state and local laws and regulations) govern and not the informal wording of this Handbook.

ACKNOWLEDGEMENT OF RECEIPT OF PERSONNEL POLICIES AND PROCEDURES

I have received a copy of the Firm's Employee Handbook.

I acknowledge my obligation to read and understand its contents.

I understand that it is my responsibility to acquaint myself with the contents of this Handbook, that this Handbook is not a contract of employment for any purpose or for any specified duration and that my employment with the Firm is "at-will," meaning that either the Firm or I may terminate my employment at any time, with or without notice and with or without reason. I further understand that no other communication from the Firm shall constitute a contract of employment for any specified duration or alter the "at-will" nature of employment. I hereby agree to abide by the rules, regulations and policies of the Firm.

This Handbook supersedes any previous employee manuals or handbooks that may have been issued by the Firm.

I agree to comply with all Firm policies and procedures contained within this Handbook.

I understand and acknowledge that I have and am required to read and agree to comply with the Firm's Anti-Harassment Policy, the Firm's Policy Against Sexual Harassment and the Firm's Complaint Procedure.

I understand and acknowledge that, if I have any questions concerning this Handbook or do not understand any of its contents, I should contact the Executive Officer.

Employee Name (Print)

Employee Signature

Date

Employee Note: You are required to sign this form and return it to the Firm's Executive Officer. If you are reviewing this Handbook via the internet, please print this page, sign and date it, and return it to the Executive Officer.

Thank you.

EMBER CHARTER SCHOOLS
FOR
MINDFUL EDUCATION, INOVATION AND
TRANSFORMATION

Attachment# 10

Replication Strategic/Business Growth Plan

Strategic/Business Growth Plan

As we have highlighted in our main charter application, a central goal of Ember is to fully realize its aspiration to become New York’s (and perhaps the country’s) first K-12 University. We define “university” in a holistic manner, encompassing the following core characteristics of a nonprofit institution of higher learning: 1) high-quality instruction that attends to academic, social and emotional growth; 2) life-changing opportunities for students; 3) thought-leading faculty; 4) innovation; and 5) positive economic impact for their home community. Over the course of our charter and future renewals, Ember will work closely with community leaders, organizations and residents, as well as regulators, nonprofits and other organization mentors as we endeavor to operationalize this aspiration by phasing in the following elements of our school program:

- Programmatic “alignment” with the Anew School
- Development and launch of intensive international education experience program (similar to study abroad)
- Development and launch of New York’s first community-based public boarding school
- Development of holistic mental and physical health center
- Development of innovative central “community-campus” complex (see attached “Community Innovation Campus” exhibit)

Programmatic “alignment” with the Anew School: our long term growth plan includes a gradual programmatic integration of the existing program of TFOA with the program of The Anew School¹, an award winning and highly innovative school design aimed at transforming educational and life outcomes for students and families through its model that includes a strong focus on socio-emotional development, intensive study abroad experiences, and single-sex boarding school learning. As a result, Ember Charter Schools will be an innovative, holistic and comprehensive primary, middle and secondary education experience and community of learning, practice and thought leadership located in Bedford Stuyvesant-Central Brooklyn. Ember will be dedicated to improving educational and life outcomes for historically underserved communities, particularly low income Black children, the most “at-risk” demographics in our society.

¹ Please see “Anew School” in the Glossary in the Charter Application.

At its maturity, Ember will include the following core programmatic elements:

- Elementary school experience serving students in Grades K-4;
- Middle school experience serving students in Grades 5-8, where upper school (Grades 7 & 8) will include both single-sex cohorts and guided, intensive international travel learning experiences; and
- High school experience serving students in both single-sex cohorts for Grades 9-12, which will include a residential, community-based boarding option.

As we will highlight under the “Substantive International Travel” and “Community-based Boarding School” sections below, boarding school environments provide an opportunity to greatly amplify the impact of otherwise highly effective instructional strategies by reducing external distractions and exposure to negative psycho-social narratives that can impede the development of self efficacy, agency and growth mindsets.

Substantive international travel and learning experiences during upper middle school:

A key element of The Anew School’s model has been international exposure for students who would never otherwise have a study abroad experience in middle school. This type of travel has yielded life-changing results for students of all races, but in large measure, Black students have not enjoyed the benefits of study abroad. Ember will “even the playing field” by offering substantive, guided international travel and exposure to students from Bedford Stuyvesant-Central Brooklyn in 7th and 8th Grade. Ember’s international experiences will be similar to the private and Gifted and Talented (“G&T”) study abroad opportunities for their privileged peers, with the following differences:

- Ember’s international education experience will be structured around single-sex cohorts, one for boys and one for girls;
- Ember’s international education experience will NOT be a part of a separate school or program, but will instead be a full part of the same Ember public school experience that they receive when they are in Brooklyn;
- Ember’s study abroad experience will be led, guided and conducted by Ember’s fulltime, highly qualified instructional, mental health and operational staff who will travel abroad with students during the entire international educational experience;
- During the international travel experience, Ember students’ core academic learning will mirror the same common core-aligned academic instruction that they receive in Brooklyn;
- Ember’s upper middle school students will not spend the entire two year period abroad—they will travel internationally approximately 3.5 months during both the Fall Semester (August to November), and Spring Semester (January to April), for the latter semester returning to Brooklyn in time to take New York State assessments locally.

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Ember’s international experience will also mimic boarding school in that students will receive an additional 49 hours of holistic instructional time per week, including an additional five hours of planned programming each day Monday thru Friday, and an additional 12 hours of planned programming on each Saturday and Sunday. Thus, Ember students will receive even more intensive and immersive instruction in our already strong pedagogy of socio-emotional health, and common core-aligned knowledge and thinking skills, yielding an additional 45% of holistic instructional time per week.

For the high poverty, “at-risk” children Ember will serve, the impact of this portion of our program can literally mean the difference between prison and prosperity. For adolescents in Bedford Stuyvesant-Central Brooklyn, where gang violence is rampant and gang recruitment begins as early as 5th grade, middle school represents one of the most precarious and dangerous periods of young Black and Latino children’s lives. The international education component of Ember’s educational plan will provide students with the kind of transformative middle school experience that is lifesaving. Furthermore, this type of experience is typically only reserved for far more privileged, often wealthy and white, students in private or public selective admission G&T programs. Under the time constraints of TFOA’s current day program, we have been able to achieve over 100% growth in our students’ ELA proficiency rates in 2015, exceeding the community school districts (“CSD”), City and State performance rates, while also achieving a near 90% proficiency rate in Science, with over 40% of our students achieving the advance proficiency score of 4. With the additional 45% of holistic instructional time that our international travel education experience will provide, our results across the domains of academic achievement, career readiness and socio-emotional health will be phenomenal.

Indeed, the available research overwhelmingly supports our projected success:

- Recently a study by Germany’s Friedrich Schiller University reported that studying abroad improves emotional development of the “Big Five” personality traits: openness, conscientiousness, extraversion, agreeableness and emotional stability.
- A recent University of Maryland study found that study abroad increased maturity by 97% over peers who did not engage in study abroad experiences.
- 96% of study abroad alumni claimed increase in self-confidence attributed to study abroad.
- 89% of study abroad alumni reported that study abroad facilitated a greater tolerance for ambiguity, uncertainty and challenge.
- The Center for Global Education compiled data from top colleges and universities, and found overwhelmingly that students who studied abroad are more likely to graduate on time and more likely to excel academically.
- 97% of study abroad students found employment within 12 months of graduation, when only 49% of college graduates found employment in the same period, making

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study abroad participants twice as likely to find a job. Among study abroad alumni, 90% landed a job within 6 months.

- 90% of study abroad alumni who applied got into their 1st or 2nd choice graduate school.
- 84% of study abroad alumni felt their experience helped them build valuable skills for the job market.
- 80% of study abroad students reported that study abroad allowed them to better adapt to diverse work environments.
- 25% of study abroad alumni started at higher salaries. A British study showed that study abroad graduates out-earned their peers by 17%, which translates to earning an additional \$567,500 over one's career in the U.S.
- A University of Georgia study found 100% greater improvement in GPA post-study abroad, as study abroad participants saw their GPA rise twice as quickly as a result of going abroad as compared to students who did not.
- A University of California San Diego study found that students who studied abroad were 19% more likely to graduate on time.

Community based boarding school opportunities during high school:

The final component of The Anew School model is a boarding high school, where students can demonstrate their newly obtained global citizenship and leadership skills by focusing on creating positive change within their home communities. Likewise, Ember will offer a community-based boarding school experience for students in Grades 9-12. This component of our educational plan gives us an opportunity to continue and deepen our transformative international travel experiences. Ember's community-based boarding environment will mirror the daily schedule used during the international experience, which will position our returning students to build on their gains, while giving newly enrolled students the opportunity to experience a holistic boarding school environment of their own.

Our boarding school will continue our pedagogical strategy of intensive and immersive instruction, rooted in developing strong socio-emotional health, coupled and integrated with common core-aligned knowledge and thinking skills instruction. Plus, we will continue to yield an additional 45% of holistic instructional time per week.

As we briefly mentioned in the previous two sections above, the data surrounding the effectiveness of boarding for students is equally persuasive. According to research conducted on behalf of The Association of Boarding Schools (TABS):

- Over 80% of students enrolled in their member schools are accepted to and enroll in highly selective colleges and universities;

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- 87% of boarding school graduates report being very well prepared academically for college, compared to 39% of public school students and 71% of private day school students;
- 78% of boarding school graduates report being very well prepared for nonacademic aspects of college life, compared to 23% of public school students and 36% of private day school students;
- 44% of boarding school graduates achieved positions in top management by mid-career, compared to 27% of public school graduates and 33% of private day school graduates; and
- 90% of boarding school alumni say they would repeat their boarding school experience if given the opportunity.

The Mid-Continent Regional Educational Laboratory (McREL) conducted a 200-standard and 3,093-benchmarks evaluation of K-12 education. Based on these standards and benchmarks, McREL determined that over 15,000 hours of instruction is required to adequately prepare students for college. A typical 180-day-school year with 5.6 hours of instruction for 13 years (K-12) provides only 13,104 hours of instruction. Nonetheless, this is assuming 100% classroom efficiency. A study by Learning 24/7, determined that most classrooms are only between 21% and 69% efficient with their school hours, and at 69%, 13,104 hours become 9,042 hours. At 21% efficiency, students receive only 2,752 hours of training, and that is assuming that the students are coming in at grade level. The data shows that even if students are already at grade level, it is virtually impossible to adequately prepare students within the typical American school structure.

This data does not factor the “Summer Slide.” The Summer Slide is well documented. In short, by middle school, the gap between low and middle-income students is two to three years no matter how much learning happens during the academic year. This disparity is due to the opportunities middle-income children have during their summers to continue and build upon the things they learned within the year, including visits to museums and summer camp. Conversely, low-income children swiftly lose the material they learned during the school year, because of a lack of intellectual stimulation during the summer. Geoffrey Canada, Founder of the Harlem Children’s Zone declares that “in business time is money, but in education time is justice!”

Eric Mahmoud, founder of three successful Minneapolis-based Black single-sex charter schools, states that rather than an achievement gap, black children face a “time gap.” If the average American child is missing out on 4,000 hours of classroom instruction, it will take a bold approach to redirect the academic performances of children who are grossly performing under grade level and experiencing the Summer Slide.

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Boarding school education has proven wildly successful for students of all races and genders, but until recently was been limited to wealthy, largely white-American children. The Seed Foundation has been a trailblazer in this area, offering boarding school education to urban youth who could not otherwise afford it. Now 90% of its students graduate to attend four-year colleges and universities. Ember desires to follow in the footsteps of The SEED School of Washington DC (an initial project of the prestigious Echoing Green Fellowship Award for Social Entrepreneurs, the same fellowship award that both TFOA and The Anew School received for their initial school models):

“The impact of SEED on student achievement is significantly larger than that of the average charter school—in fact SEED has one of the largest impacts on reading achievement in the literature ... SEED schools have the power to eliminate the racial achievement gap in four years.” Curto and Fryer, “The Potential of Urban Boarding Schools for the Poor” (2012)

After surveying a cross section of New York teachers, we found that the biggest challenge they claim to face in educating our target population is absence and tardiness. By removing students from the status quo and inserting them into our boarding school environment, we can ensure they attend school almost every day on time. Moreover, we can make sure every experience—from the time they awake until their bedtime, seven days a week—is dedicated to ensuring their educational success.

Ember Charter Schools Initiative for Mindful Education, Innovation & Transformation

**2016 Board of Regents New Charter School Application
(Attachment 10—Strategic/Business Growth Plan 2016)**

The Boarding School Advantage

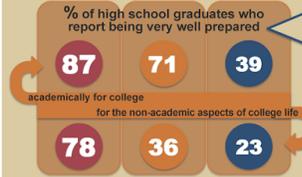
Advantages in high school...



70 PERCENT of boarding school students say the experience has helped them develop self-discipline, maturity, independence, and critical thinking skills.

Boarding school students spend significantly more time each week exercising or playing sports, on creative endeavors and less time watching television.

Advantages in college...



Boarding school graduates complete their degrees at higher rates, more quickly, from more selective colleges and universities and ...

go on to earn advanced degrees



Advantages in career advancement and beyond...

In a recent survey **98.6%** of Webb alumni rated the quality of education they received as "outstanding" or "better than most"

90% of mid-career boarding school graduates say they would repeat the boarding experience



Sources
 1. Webb Schools Alumni Survey (2013). 535 responses, 65% from WSC alumni, 35% from WWS alumnae.
 2. The Truth About Boarding School: A Comparative Study of Secondary School Education (The Association of Boarding Schools, ND). Interview survey of 2,700 high school students and adults, 1,000 boarding school students/alumni, 1,100 public school students/alumni, 600 private day school students/alumni. Samples weighted to match public and private day school populations based on socioeconomic status, college graduation rates and gender.
 3. Study of College Progress and Outcomes: Webb School of California (The Association of Boarding Schools, 2013).
 4. Study of College Progress and Outcomes: TABS Member Girls Schools (The Association of Boarding Schools, 2013).

Next steps:

During the balance of the 2016-2017 school year Ember will continue to advance the significant planning and organizational foundation laid by the Anew School and TFOA to prepare to take our first cohort of students to Ghana during the 2017-18 school year. This initial launch will be limited to one grade of students (approximately 70), and for approximately several weeks each for the Fall and Winter semesters. We have already done much to advance this planning process by taking two significant organizational steps: the first was when the Anew School founder Alexandria Lee officially joined TFOA as a Partner (lead teacher and co-school leader), and co-architect of this Ember charter application at the start of the 2015-16 school year; and the second was that nearly all of the members of the Anew School Board of Trustees have joined the TFOA Board of Trustees, and are among the proposed members of the Ember Board of Trustees (along with the TFOA Trustees). The same Board will oversee both the K-6 and 7-12 charters.

From a funding perspective we intend to fund the ongoing operations of this international program out of our per pupil, raising funds only for any extraordinary capital cost. Initially we plan to rent accommodations and instructional space for our students from schools based in Accra, Ghana, though long term the Anew School had received several offers from community leaders there to build a custom facility to house the program going forward, opportunities which Ember will continue to pursue. We have included the plans for one such proposal as an exhibit to this Attachment 10.

We'd like to be in a position in the first year of operation under our new charter to launch a pilot of our international program. For this portion of our program, our entire 7th grade team will take our 7th grade class abroad to engage in our single-sex study abroad experience. To prepare for this goal, Anew has already begun securing necessary partnerships for funding, boarding, insurance, meaningful excursions and more. Because the international component of our model is merely an extension of the work we will do in New York, we will seek local partners to develop remote campus for us to lease so that our students can safely and securely engage in our established curriculum while abroad. *See Attached Programming Document*, which shows such a proposed building plans created for a campus in Ghana.

During our 3rd year of operation under our new charter, we will work to launch our BedStuy-based boarding school. Our students will continue to learn and live in a single-sex environment. Our vision is to create a state-of-the-art Brooklyn campus for this portion of our model located in Bedford Stuyvesant. *See Attached Community Innovation Campus Project*.

Ember Charter Schools Initiative for Mindful Education, Innovation & Transformation

As with our international campus, we know that we will have to utilize our domestic partnerships to fund this portion of our model. Two of our founding partners are Echoing Green Fellows, which means that they have access to a network that includes the most powerful foundations, private donors, and corporations in the world. Moreover, they were both corporate lawyers, who have utilized their networks for successful fundraising in the past. Lastly, one of our partners ran a foundation for years. We are confident that our networks will provide us the access to funding needed to meet our campus goals.

Ember Charter Schools Initiative for Mindful Education, Innovation & Transformation

**2016 Board of Regents New Charter School Application
(Attachment 10—Strategic/Business Growth Plan 2016)**

Ember Charter Schools Initiative for Mindful Education, Innovation & Transformation
2016 Board of Regents New Charter School Application
Supplemental Documents

Ember FAQs

What is Ember Charter School?

Ember Charter School is the merger of Teaching Firms of America Professional Preparatory Charter School (TFOA)—an existing K-5th NYC DOE authorized charter in Brooklyn, New York—into a new K-12 NYSED Board of Regents charter school, combining the existing program of TFOA with the program of The Anew School, an award winning and highly innovative school design aimed at transforming educational and life outcomes for students and families through its model that includes a strong focus on socio-emotional development, intensive study abroad experiences, and single-sex boarding school learning. Our school has three essential components: 1) a holistic Brooklyn elementary school; 2) a middle school with two traditional years in Brooklyn and two years with an international experience; and 3) a boarding high school in Brooklyn. Ember Charter School seeks to become New York’s first K-12 university, providing private school quality education for low-income children in Bedford Stuyvesant-Central Brooklyn.

Is Ember an acronym?

No, our full name is Ember Charter Schools for Mindful Education, Innovation, and Transformation. We truly see our students as burning embers in the midst of the dying fire of equity and justice that dominates far too much of our society. Through developing their social consciousness, entrepreneurship, critical analysis, global citizenship and leadership, our students become catalyst that will spark great and positive change in their local community and throughout the world.

How will Ember ensure its students don’t suffer academically while studying abroad?

The study abroad experience we provide our students will merely be an extension of our school back in Brooklyn. Our students will continue learning the same curriculum, take all New York State standardized tests in Brooklyn, and travel with many of the teachers they have studied with throughout elementary school. In many ways the experience we will offer abroad will be like an international extension of our Brooklyn campus.

Why will Ember have an international component?

Studies show that study abroad contributes to 1) social emotional development; 2) success within and on time completion through college; and 3) higher salaries and job satisfaction.

- **Emotional Development:**
 - **Big Five:** A recent study by The German University, Friedrich Schiller University, revealed that studying abroad improves emotional development of the “Big Five” personality traits: openness, conscientiousness, extraversion, agreeableness and emotional stability.
 - **97%** A University of Maryland Study found that study abroad increased maturity by 97%.
 - **96%** of study abroad alumni claimed an increase in self-confidence attributed to study abroad.
 - **89%** of study abroad alumni reported that study abroad facilitated a greater tolerance for ambiguity.
- **Career Readiness and Job Skills:**
 - **More Successful:** The Center for Global Education compiled data from top colleges and universities, and found overwhelmingly that students who studied abroad are more likely to graduate on time and more likely to excel academically.
 - **97%** Of study abroad students found employment within 12 months of graduation, when only 49% of college graduates found employment in the same period. That means they were twice as likely to find a job. Among study abroad alumni, 90% landed a job within six months.
 - **90%** Of study abroad alumni who applied got into their 1st or 2nd choice graduate school.
 - **84%** of study abroad alumni felt their experience helped them build valuable skills on the job market.

Ember Charter Schools Initiative for Mindful Education, Innovation & Transformation
2016 Board of Regents New Charter School Application
Supplemental Documents

- **80%** of study abroad students reported that study abroad allowed them to better adapt to diverse work environments.
- **25%** of study abroad alumni started at higher salaries. A British study showed that study abroad graduates out-earned their peers by 17%, which translates to earning an additional \$567,500 over one's career in the U.S.
- Students also claimed study abroad affected career satisfaction, job skills, the selection of a career field, etc.
- **Graduation and Academic Performance**
 - **100%** greater improvement in GPA post-study abroad. Students who studied abroad saw their GPA rise twice as quickly as a result of going abroad as compared to students who stayed home according to a Georgia study.
 - **19%** more likely to graduate in time according to a UC San Diego study.

Despite all of the clearly documented benefits of study abroad, African-American students make up 14% of the population of college students in America, but only 3.4% of African-American students study abroad.

Why will Ember have a boarding school component?

The Mid-Continent Regional Educational Laboratory (McREL) has 200 standards and 3,093 benchmarks for evaluating K-12 education. Based on these standards and benchmarks, McREL determined that over 15,000 hours of instruction would be required to adequately prepare students. A typical 180-day-school year with 5.6 hours of instruction for 13 years (K-12) provides only 13,104 hours of instruction. Nonetheless, this is assuming that the instruction is at 100% efficiency.

A study by Learning 24/7, determined that most classrooms are only between 21% and 69% efficient with their school hours, and at 69%, 13,104 hours become 9,042 hours. At 21% efficiency, students receive only 2,752 hours of training, and that is assuming that the students are coming in at grade level. Therefore, even if the students are already at grade level, it is virtually impossible to properly prepare students within the typical American school structure. And, this does not take into account the "Summer Slide."

The Summer Slide has been well documented. In short, by middle school, the gap between low and middle-income students is two to three years no matter how much learning happens during the academic year. This gap is due to the opportunities middle-income children have during their summers to continue and build upon the information they learned within the year – including visits to museums and summer camp– while low income children swiftly lose the material they learned during the school year, because of a lack of intellectual stimulation during the summer.

Almost 100% of our students come from low- income households. We want to give our students the opportunities that they would never be afforded to them unless they were born into other families. The SEED public boarding school has had great success using a boarding model in DC, and its other campuses. At SEED, 91% of ninth graders eventually graduate, and 97% of graduating seniors are accepted to four-year colleges. We believe we can have similar success with our boarding school model in Brooklyn.



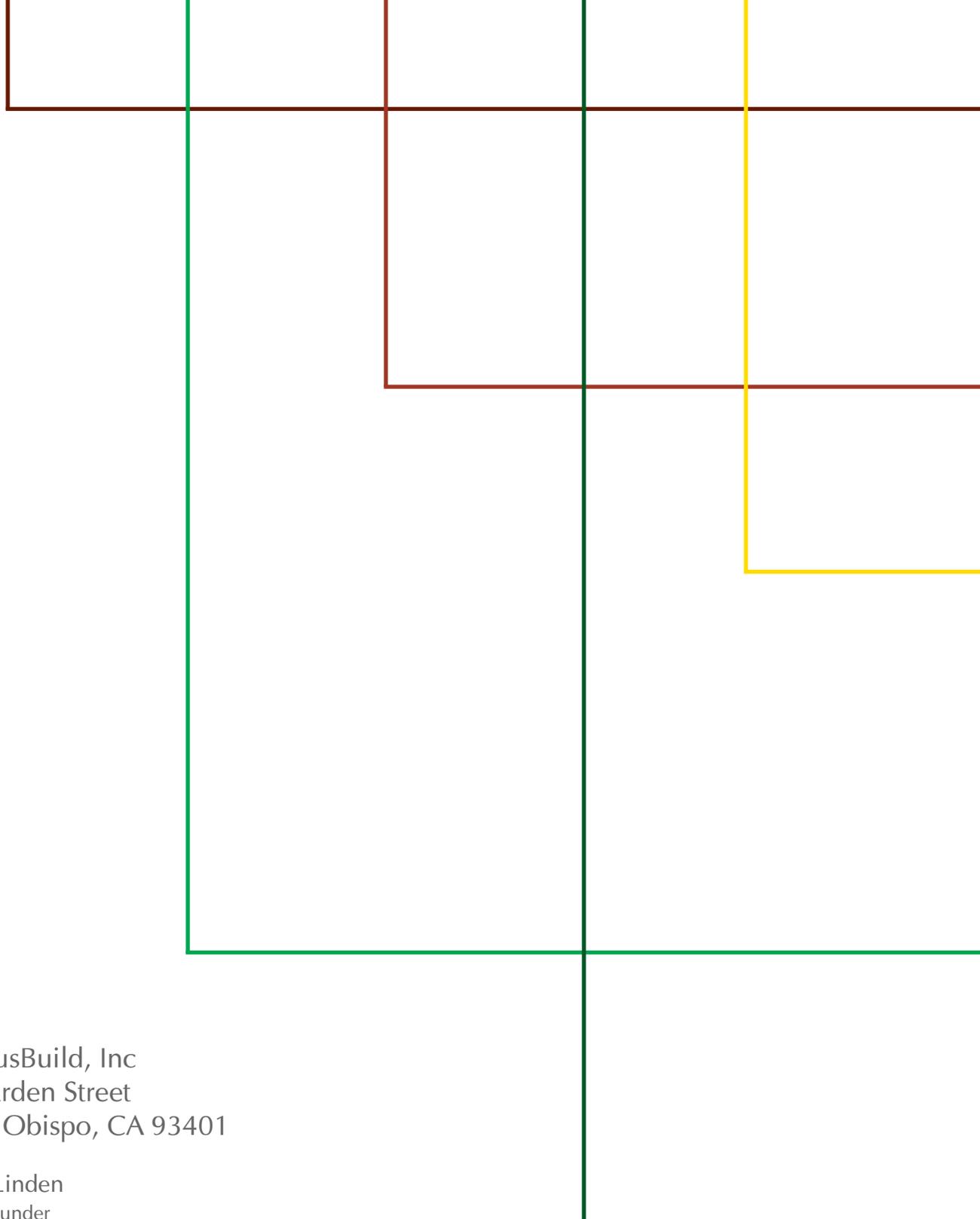
THE ANEW SCHOOL

GHANA, AFRICA



PROGRAMING DOCUMENT
PREPARED BY: CONSCIOUSBUILD, INC.





ConsciousBuild, Inc
1239 Garden Street
San Luis Obispo, CA 93401

Matthew Linden
CEO and Founder
T: 805-305-3928
matthew.linden@consciousbuild.com

Andrew Goodwin, LEED AP
Principal Architect, COO
T: 513-505-9373
andrew.goodwin@consciousbuild.com

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UNITED STATES

ANEW SCHOOL MISSION

Our vision is to turn students who have been labeled “unteachable,” “at-risk,” or “problem children” into high-achieving well-rounded social engineers, equipped with the tools to motivate, inspire, and affect positive change within their respective communities.



GHANA, AFRICA

Immersing youth in their ancestral continents has been proven to benefit their personal development. Anew School aims to improve the disparity in our education system by immersing African-American boys in their ancestral continent of Africa. Ghana was chosen as the location of the Anew School because of its unique educational offerings relevant to African-American students

ANEW SCHOOL

The Anew School is an educational immersion program that takes at-risk junior high school students from the urban-area public school systems to Ghana, Africa for two years to live and study. The program will begin in 2014 with a pilot program and is being funded and organized by the Anew School Foundation.

Anew School Mission

The mission of the Anew School is to provide unprecedented academic, emotional/mental health, and social training to “at-risk” African-American seventh and eighth grade youth through an immersion school in Ghana, Africa. Anew School will improve the graduation rates of its target population by strengthening their confidence and sense of identity. The Anew School will promote high achievement by not only focusing on the academic performances of its students, but also the overall wellbeing of each child.

Anew School Vision

The vision of Anew School is to turn students who have been labeled as “unteachable,” “at-risk,” or “problem children” into high-achieving, well-rounded social engineers who are equipped with the tools to motivate, inspire, and affect positive change within their respective communities. More than merely closing an achievement gap, the intent is to help our students soar further than their imaginations to their highest personal potentials. The Anew School strives to remove the restraints that perpetuate a cycle of self-doubt, perceived limitations, and defeatism. Immersion in Ghana’s rich culture will encourage self-reflection, pride, confidence, and a global identity.

Anew School Urgency

The need for the Anew School is urgent. Without intervention, the target population may be removed from school, sent to jail or alternative jail-like institutions, or passed from grade to grade without academic or emotional preparedness. Anew School will intersect these students from the negative path they have been told is inevitable, guiding them toward a positive path that will benefit the global community.



Location in Ghana

Immersing youth in their ancestral continents has been proven to benefit their personal development. Anew School aims to improve the disparity in our education system by immersing African-American boys in their ancestral continent of Africa. Ghana was chosen as the location of the Anew School because of its unique educational offerings relevant to African-American students, including:

1. Its custom of welcoming African-Americans in search of a deeper connection to their ancestral roots.
2. Its historical role in the Triangle Slave Trade and slave castles.
3. Its rich history of the Ewe, Akan, Ashanti and other local tribes.
4. Its stable government and economy.

Benefits to Ghana

The Anew School will benefit African-American students, Ghanaian students, and the Ghanaian community through the following programs and plans.

After School Program

The Anew School After School Program will be an opportunity for African-American and Ghanaian students to build friendships and learn from one another through cross-cultural exchange. Scholarships into the after school program will be available to Ghanaian students.

Volunteerism

As a part of the education program, Anew School students will volunteer in a variety of community service projects throughout Ghana, including local orphanages, churches, and soup kitchens.

Full-service Medical Clinic

The Anew School has a long-term goal to create a full-service, fully staffed medical clinic on campus that will be available to the Ghanaian community, giving its residents immediate access to state-of-the-art healthcare.

FORM/IMAGE

The Anew School's design will provide a form and image that optimizes performance, that is sensitive to local culture, and that is respectful of the inhabitant's emotional response.

Performance

The Anew School will serve as both a residence and an educational facility and thus will reflect the requirements, comforts, and dignity of both.

Culture

To bring honor to the Ghanaian culture, the Anew School will incorporate African and African-American heritage in the design cues, will utilize local materials and local aesthetics, and will involve the local community in the design and construction of the campus.

Emotional Response

To mitigate the students' homesickness, the Anew School will represent a welcome and safe environment for students through the use of modern design cues.

More discussion of the building's form and image are given in the Spatial Analysis and Technical Analysis sections of this programming document.

FUNCTIONALITY

For optimized functionality, Anew School requires daily occupancy, building performance, security, circulation, and expansion.

The campus will function in a manner to provide a safe, secure, and organized setting for students to learn and be rehabilitated.

Daily Occupancy

During certain hours of the day students and staff will access their residences, classrooms, and common areas; staff will utilize administration areas; and local Ghanaians will utilize various spaces on the campus. All of these operations will be monitored in a controlled manner that contributes to the school's fluid operations.

Building Performance

Since the Anew School will be located in the Volta Region of Ghana, a remote area, the facility will take advantage of natural lighting, ventilation, and views in order to decrease energy and utility use.

Privacy & Security

Privacy and security is an essential focus for the design of the facility. Students will need privacy in their daily lives, and the feeling of security is imperative to help the boys grow and mature. As the demands for staff grow, local Ghanaians will be employed and the daily work schedule will allow for one secure entrance and exit for these employees to guarantee the security of the school and its occupants.

Circulation

The circulation will allow students to efficiently move between the three main areas required for their daily routine: the residences, the common area, and the classrooms. Circulation will be organized so that all student and staff movement can be monitored at all hours of the day.

See the Programming Analysis section of this programming document for more of these circulation patterns.

Expansion

The campus will be designed so that the residential suites and classrooms can expand alongside its growth goals.

ECONOMIC ANALYSIS

The Anew School will be completely funded by means of grants, fundraisers, and charitable donations, making construction and operational costs an extremely important factor in this project. Selected materials, equipment, and supplies will be scrutinized by the Board of Directors and by the designers so that no unneeded expense is initiated. Attention will be paid to construction costs in order to respect the mission of the Anew School as well as those donating time and money to support the Anew School to achieve its mission.

Quality & Budget

A balance of quality and budget will be taken into consideration during design and construction. The African-American students will find comfort in the consistent quality of the facility, but also find respect in the simplicity of living in Africa away from the United States.

Life-Cycle Cost

The facility has a goal to maintain a low life-cycle cost, and all future costs associated with upkeep and utility improvements will remain small because the Anew School organization will raise all monies associated with the project.

Life-cycle cost analysis (LCCA) is a method for assessing the total cost of facility ownership. It takes into account all costs of acquiring, owning, and disposing of a building or building system.

Phased Construction Costs

In order to begin design and construction of the Anew School while fundraising goals are still being met, a phased construction plan will be optimized. This plan will provide a functional facility for the 2014 summer pilot program occupancy needs. This means that the facility common areas, administrative offices, and some residences and classrooms will need to be complete and ready for occupancy by summer 2014. Classrooms and residences can be added during the 2014 summer program to prepare for planned growth.

See the Time Goals/Growth Projections section of this programming document for more information.

TIME GOALS/GROWTH PROJECTIONS

Summer Pilot Program in 2014

The Anew School will open its doors to the first students as a summer pilot program in 2014. The facility will be designed in such a way that it will be easy to accommodate the growth of future enrollment. The summer program will open with 5 students and 2 teachers for its inaugural year.

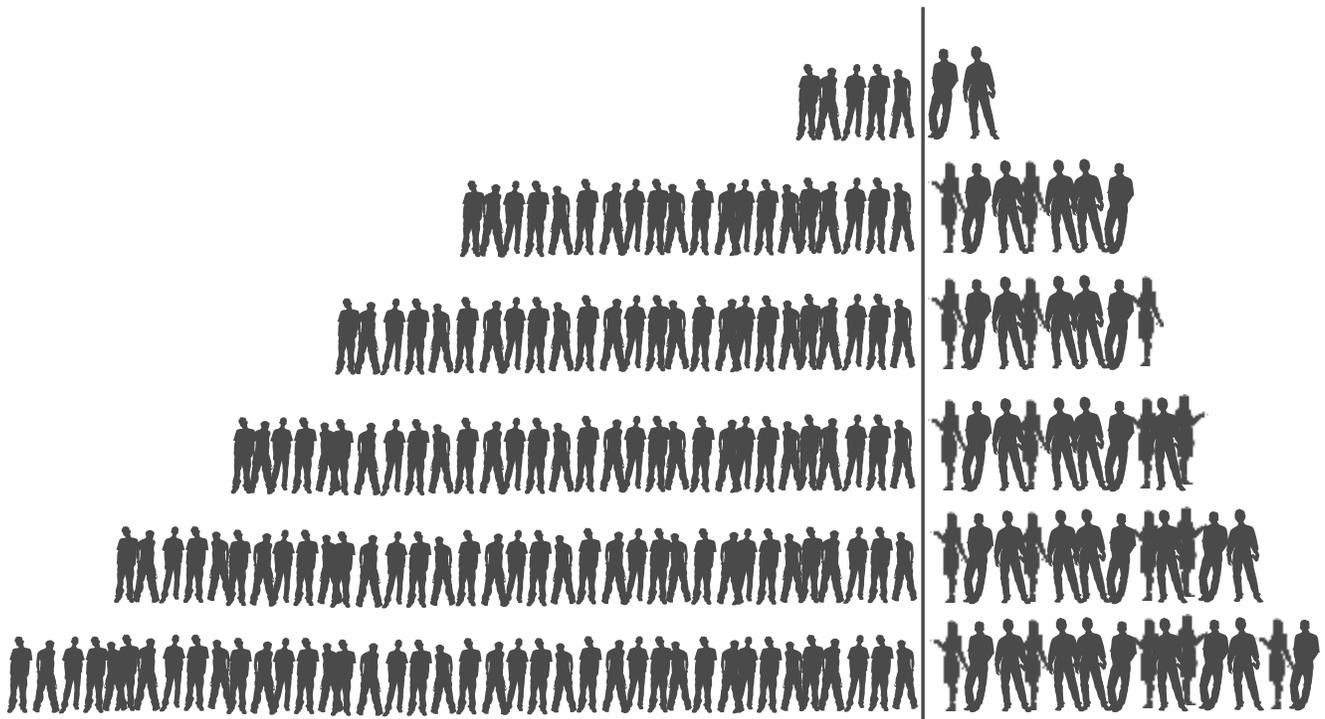
Incremental Growth Plans

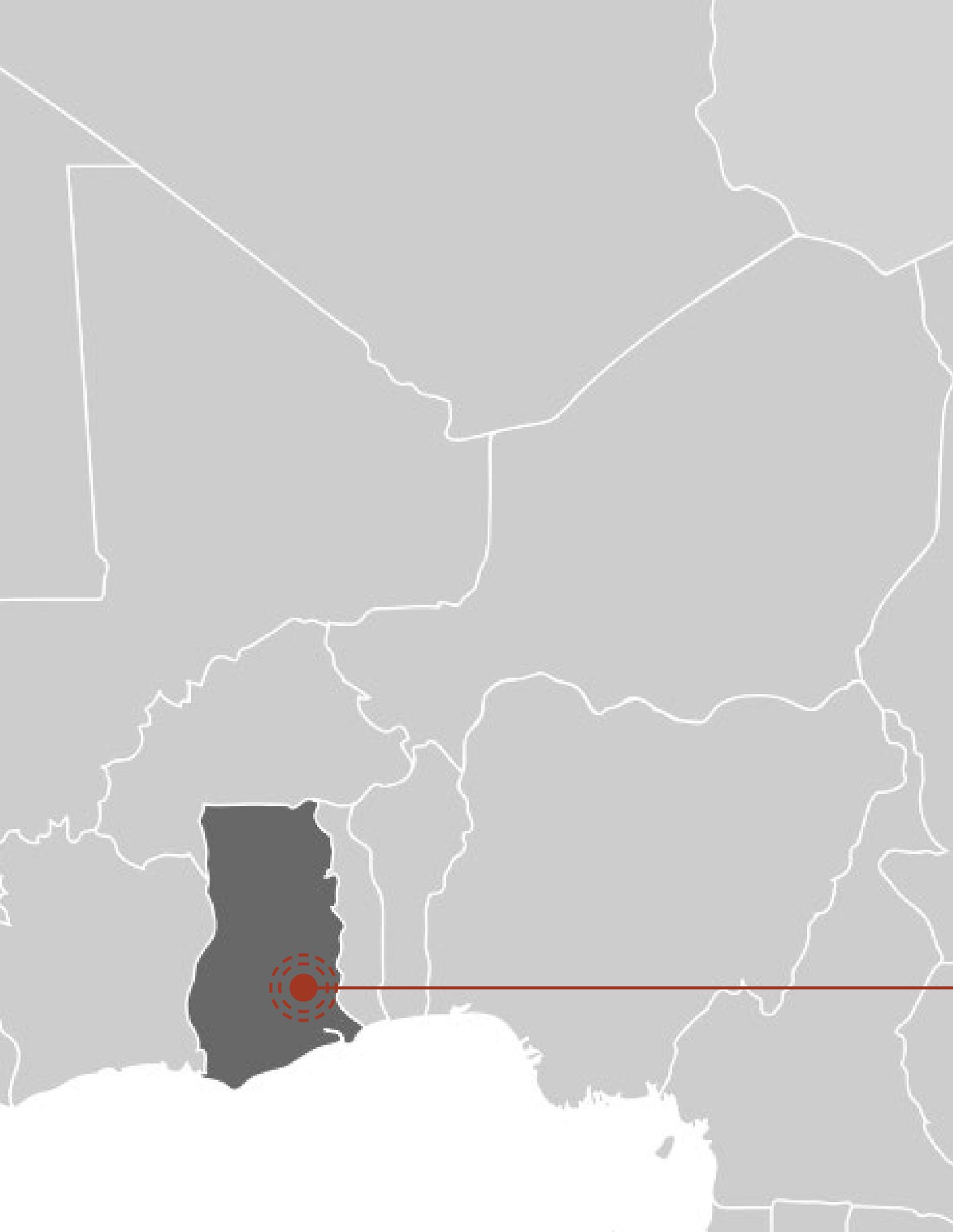
The campus will expand to accommodate 57 students and 8 teachers prior to the start of the second year in summer 2015. The school will continue to grow to accommodate students incrementally until there are 78 male students at the campus.

Additional Campus & Female Students

A desire to create another neighboring campus with 78 female students will come after the original 78 male student quota has been reached. After 156 students are being serviced, the growth of the campus will be incremental and is only defined by property space and faculty. The classroom ratio will not change drastically from the preset 7 to 1 ratio, and this means that faculty accommodations will need to grow as the student population increases.

BELOW: PROJECTED STUDENT AND STAFF ANNUAL GROWTH DURING FIRST SIX YEARS.







SITE ANALYSIS

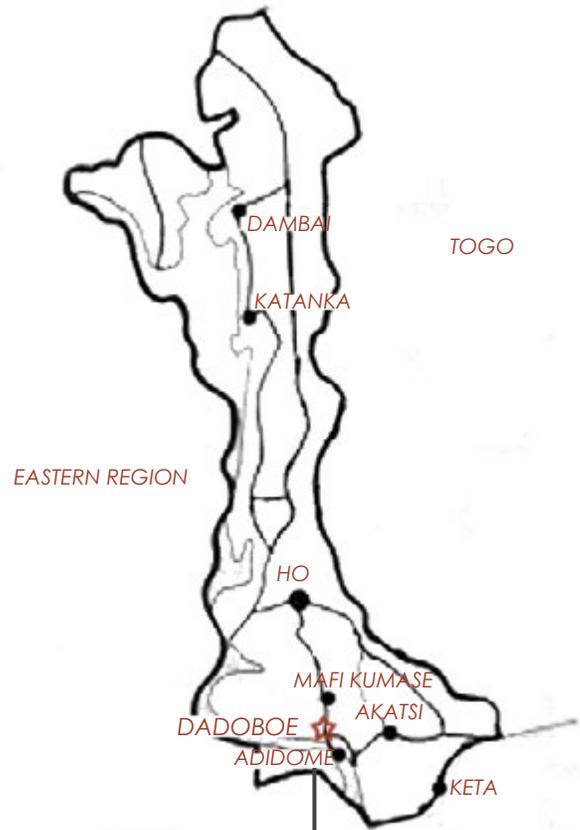
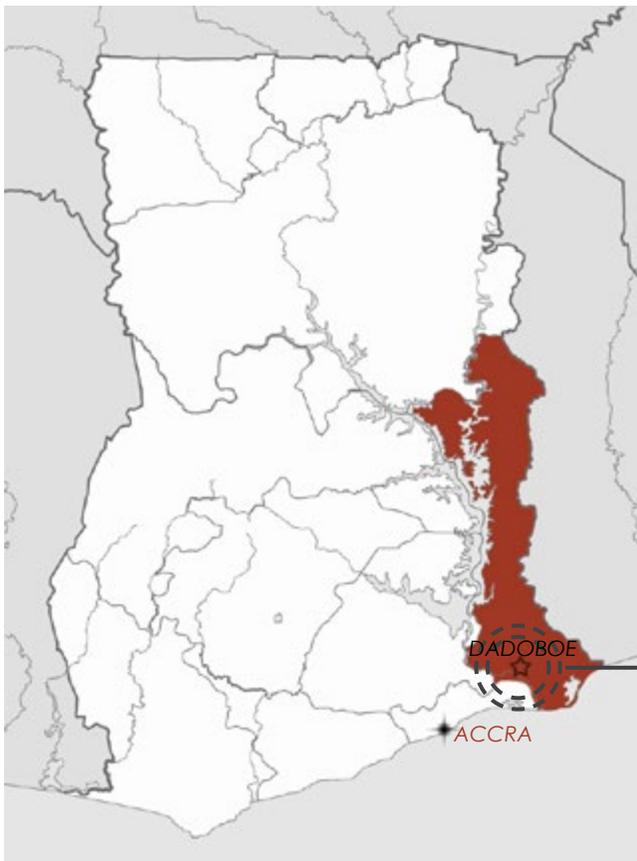
The 11-acre property on which the future Anew School will be built is located in the Mafi Dadoboe Local of the NorthTongu District in the southern part of the Volta Region.

Dadoboe is 132 km from Accra, the capital of Ghana. The closest port town, Tema, is 113 km away. Dadoboe is 60 km from Ho, the Volta regional capital, and 6 km from Adidome, which is the district capital.

SITE LOCATION

The 11-acre property on which the Anew School will be built is located in the Mafi Dadoboe Local (Dadoboe) of the NorthTongu District in the southern part of the Volta Region in Africa. Dadoboe is a 2-hour drive (132 km) from Accra, the capital of Ghana. The closest port town is Tema (113 km), which is a 1.5-hour drive. Dadoboe is a 1-hour drive from Ho (60 km), the Volta Region capital, and a 7-minute drive from Adidome (6km), which is the district capital.

The Adidome-Ho highway is located adjacent to the property of the Anew School and is the most reliable means of transportation for the region. All other roads to smaller communities are unpaved and even though they connect to the Adidome-Ho highway they are unreliable for transportation of goods.



ABOVE: MAP OF THE VOLTA REGION.
LEFT: MAP OF GHANA. CAPITOL CITY ACCRA.

CULTURAL ANALYSIS

Ghana was the first sub-Saharan African country to gain independence from colonial powers in 1957, and has a very rich cultural background. It is made up of more than 100 different ethnic groups, including many ancient tribes like the Ashanti, which at one point had a very powerful Empire in the 19th century.

Family-Kinship

Kinship, loyalty and family pride are central to Ghanaian society. Family defines social status and can determine values and behaviors. In Ghana, the individual is subordinate to the family or collective. Loss of face is a key concept within Ghanaian family. It is important to always maintain good reputation, dignity and honor since the whole family will share any loss of honor by a member of the family. Respect is highly important, especially in respecting the elderly.

Employment

The local City of Dadoboe is a small community of approximately 500 residents, of whom many have employment outside of the area. Most of the locally employed community members are peasant farmers, with many residents having skills in carpentry and masonry.

Agriculture

Agriculture remains the dominant form of economy even if small by scale. Labor techniques for farming are simple and labor intensive, with very few of the farmers having modern equipment and tools customary to the western world. There is a high level of post-harvest losses particularly in maize and vegetable production, most likely because of the humid climate and poor storage techniques.

The region used to heavily rely on fishing in both the River Volta as well as many of the smaller stream formations. Fishing has been depleted due to the formation of the nearby Volta Lake, which dried up many of the stream reserves. Livestock is also very integral to the agrarian economy of the region, and is known as one of the largest cattle producing areas in the country.

FEW FACTS:
 Population: 24,791,073
 Total Area: 92,456 sq. ft.
 Capital City: Accra
 Largest Ethnic group in Volta Region: the Ewe
 Largest Religion in Ghana: Christianity
 Primary Languages: English, Akan, Ewe, Mole-Dagbani

BELOW: GHANAIAAN CITY IN THE VOLTA REGION.



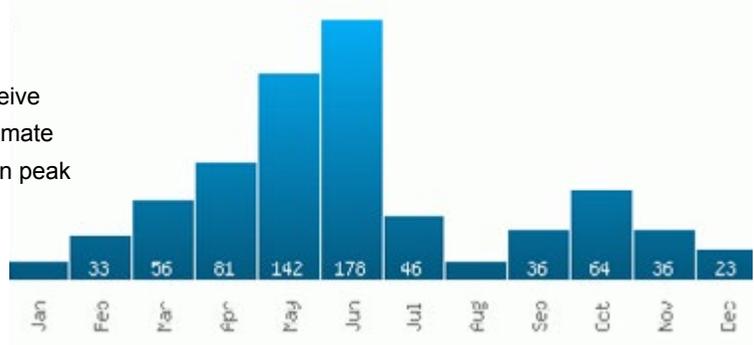
CLIMATE

Climate information pertinent to the site in Dadoboe is not readily available, but the climate data from neighboring cities can help to predict weather patterns. Climate data from the town of Adidome and from Ghana's capitol, Accra, provide regional climate data patterns.

Rainfall

Known to have trouble with drought, Ghana does receive consistent year-round humidity that provides a wet climate for portions of the year. Rainfall and other precipitation peak around June; January is the driest time.

RAINFALL CHART FOR ACCRA, GHANA. SHOWS MONTHLY AVERAGES IN MILLIMETERS



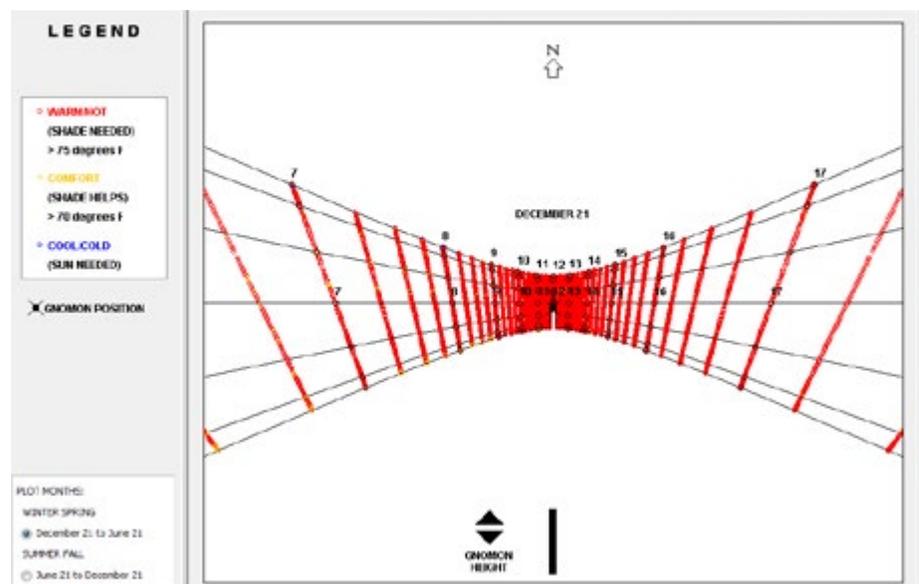
Sun

November is, on average, the month with most sunshine. The cloudiest months are between May and September. Based on the site's close proximity to the equator, the sun travels almost directly East to West over the site with the altitude angle of the sun's rays primarily being between 60 and 90 degrees overhead. This means that the sun remains directly overhead more days of the year with less sun penetrating far into buildings through south facing glazing. Buildings will be designed to protect west-facing facades from dangerous heat gain throughout the year.

Sun Altitude Angles:
 Noon - Dec. 21 = 60 degrees
 Noon - Mar. 21 = 85 degrees

Average Annual Sky Coverage:
 65% Cloud Coverage

SUN DIAGRAM FOR ACCRA, GHANA. SHOWS PATH OF SUN



Temperature

February is the warmest month with an average temperature of 93.74 °F at noon. August is the coldest month with an average temperature of 71.24 °F at night. Adidome has no distinct temperature seasons; the temperature is relatively constant during the year. The temperatures at night are cooler than during the day.

Average Annual High = 91 F
Average Annual Median = 83 F
Average Annual Low = 65 F

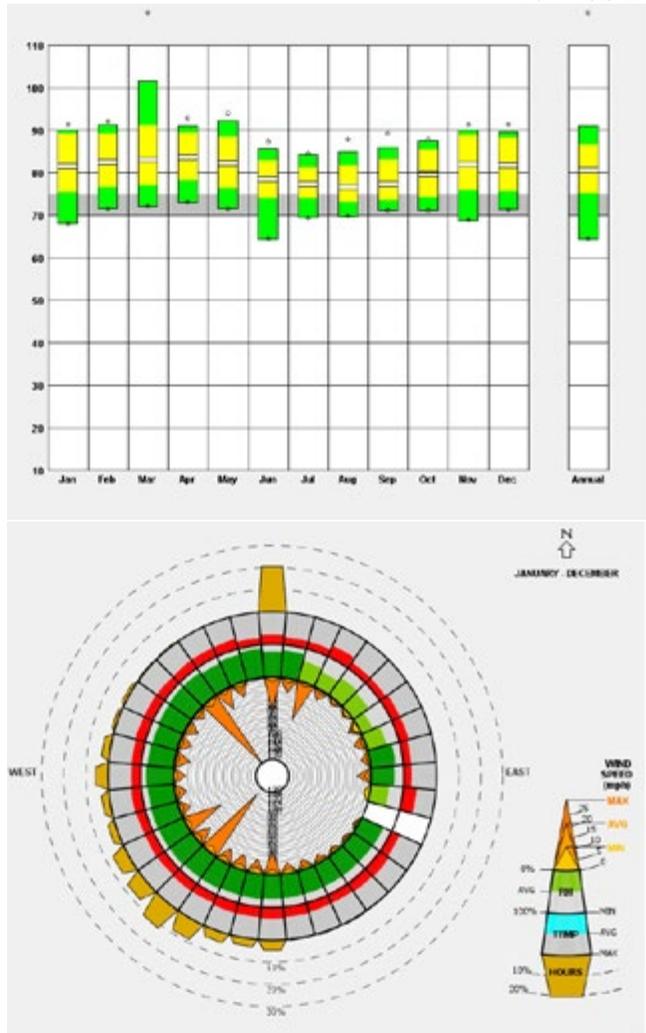
Wind

The prevailing wind direction is from the southwest with some storm winds originating from the northwest. The Anew School will be on a relatively flat site with little to no protection from the prevailing winds. These winds sometimes can be strong and thus the buildings on the property will protect occupants and outdoor activities.

Average High Windspeed = 15 mph

The wind rose diagram helps to illustrate the direction and intensity of wind throughout the year. Read like a compass, the diagram shows wind speed in orange and duration in hours in yellow.

FROM TOP:
 TEMPERATURE CHART FOR ACCRA;
 WIND ROSE DIAGRAM FOR ACCRA



Humidity

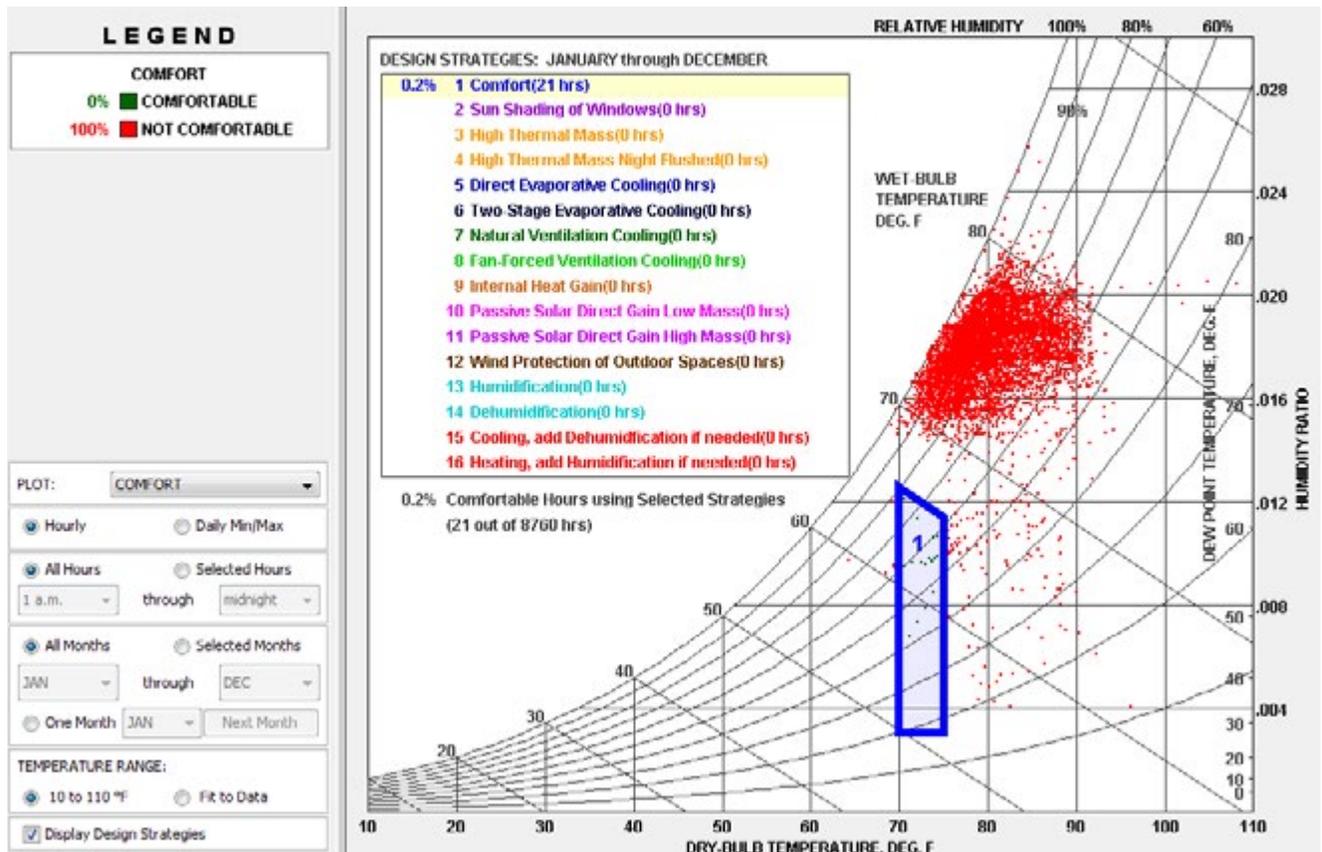
Accra, Ghana consistently has a humidity level between 60% and 95% year round. Humidity in this region of Ghana will remain at high levels throughout the year with a small number of days having humidity levels within the comfort zone. These levels of humidity will make the dry bulb temperatures seem much hotter and create an uncomfortable environment to be outside between the months of October through May.

21 hours out of one year are "Comfortable"

Lowest Ave. Monthly Relative Humidity = 76%

Highest Ave. Monthly Relative Humidity = 88%

BELOW: THIS PSYCHROMETRIC CHART FOR ACCRA, GHANA SHOWS THE NORMAL HUMAN "COMFORT" LEVEL RANGE IN BLUE. THIS AREA OF GHANA HAS A YEAR ROUND PROBLEM WITH HUMIDITY AND TEMPERATURE CAUSING DISCOMFORT.



CLIMATE CONCLUSIONS

The analysis of the climatic conditions in this region of Ghana can help to direct the design of the facility. The following list is a set of design guidelines based on what has been learned from the climate analysis.

Design Guidelines

- Window Overhangs or operable sunshades can reduce or eliminate air conditioning.
- Minimize or eliminate west facing glazing to reduce summer and fall afternoon heat gain.
- Use plant materials especially on the west to shade the structure (if summer rains support native plant growth).
- Utilize lightweight construction with operable walls and shaded outdoor porches, raised above the ground
- Orient most of the glazing to the north, shaded by vertical fins.
- Naturally ventilate by orienting building to prevailing breezes.
- Incorporate ceiling fans to create indoor air motion.
- Use light colored building materials and cool roofs (with high emissivity) to minimize conducted heat gain.
- Screened porches and patios can provide comfort cooling by ventilation and prevent insect problems.
- Keep the building small because excessive floor area wastes heating and cooling energy.
- Utilize high ceilings and high operable windows protected by deep overhangs and porches.
- Locate door and window openings on opposite sides of building to facilitate cross ventilation, with large areas facing up-wind.
- High mass interior surfaces like stone, brick, tile, or slate feel naturally cool on hot days.

SLEEP

EAT

PLAY

LEARN



PROGRAMMING ANALYSIS

Architectural programming is a research and decision-making process that identifies the scope of work to be designed. Programming may happen for different purposes and may impact the level of detail of investigation and deliverables. Programming at the master planning level is more strategic in nature - providing information to building owners to make decisions regarding current and projected space needs and rough budgeting for implementation. Programming can help to provide specific, detailed information to guide building design.

SCHOOL OPERATIONS

The initial staffing model will consist of a director, two teachers, a therapist, a nurse practitioner, a part-time social worker, a volunteer medical student, grounds keeper, security personnel, and cook. Their responsibilities, which drive the operations of the facility, will include:

- Teachers will teach the classes, execute the identity and confidence building programs, and manage the day-to-day safety of the students.
- Therapist will manage the emotional care of the students, execute the mandatory therapy sessions, and oversee the identity and confidence building programs.
- Nurse practitioner and volunteer medical student will work together to attend to the medical needs of the students and staff.
- Social worker will work part time in the satellite office of the respective American city part time, and it will be his or her responsibility to be a liaison between local schools and the Board in helping with the selection of students.
- Kitchen staff will manage the kitchen and prepare food for all students and staff. Kitchen staff will help manage the garden on the grounds, as well.
- Grounds Keeper will provide janitorial, grounds upkeep, and maintenance needs, and will work as a liaison between the grounds staff and the Director. All of the grounds staff, including the Grounds Keeper, will be Ghanaians from the surrounding community.
- One member of the security staff will patrol and monitor the school's grounds year round. This member of security will live on campus.
- Director will manage the staff listed above and will be the final arbiter of discipline for the students. The Director will report to the Board of the Anew School.

FUTURE GROWTH

As the facility enrollment grows, so will the number of teachers and their responsibilities, which means that the design of the Anew School needs to be flexible and allow for growth. Some of this planned future growth in year two, includes:

- Students will be divided into two grades and one lead teacher will oversee the other teachers in each grade.
- Subject matter taught in the classrooms will begin to expand and more equipment and materials will be needed within the classrooms.
- A medical student training program will launch, and the needs of the clinic will increase because it will be open for "office hours" to provide medical care for the surrounding communities.

OPERATIONAL SCHEDULES

The programming of the campus and the facilities on the school grounds is heavily influenced by the many schedules of the different occupants.

The facility should be designed to ultimately enhance every occupant's experience and optimize daily operations. This means that the daily circulation patterns of each of the three different occupant types (student, staff, locals) should not disrupt the activities of another.

The Adjacencies section later in this chapter helps to shed light on the different strategies that influence the organization of the program elements within the campus.

Student Schedule (including area of activity)	
Wake-up, shower, get dressed	Residence
Breakfast	Dining Room
Morning Classes	Classroom
Morning Confidence Sessions	Assembly/Library
Lunch	Dining Room
Gym	Outdoor
Afternoon Classes	Classroom
After-school program	Assembly/Library
Dinner	Dining Room
After-dinner announcements	Assembly
Quiet Time	
Bed	Residence

Staff Schedule (including area of activity)	
Wake-up, shower, get dressed	Residence
Breakfast Prep/Cooking	Kitchen
Breakfast, Monitoring, Cleanup	Dining Room
Teaching or Admin.	Classroom/Admin
Morning Confidence Sessions	Assembly/Library
Lunch Prep/Cooking	Kitchen
Lunch, Monitoring, Cleanup	Dining Room
Gym monitoring	Outdoor
Teaching or Admin.	Classroom/Office
After-school program	Assembly/Library
Dinner Prep/Cooking	Kitchen
Dinner, Monitoring, Cleanup	Dining Room
After-dinner announcements	Assembly
Quiet Time	
Bed or Monitoring	Residences

Local Schedule (including area of activity)	
After-school Program	Assembly/Library
Mi Barima Program	Classroom/Library/ Outdoors

BOTTOM LEFT: DIAGRAM OF PROGRAM COMPONENT FREQUENCY OF USE.
 BOTTOM RIGHT: DIAGRAM OF PROGRAM COMPONENT USE BY TIME OF DAY.



PROGRAM COMPONENTS

The Anew School is a contemporary boarding school that can be divided into four major component occupant areas which will be utilized daily: Residences, Education, Administration, and Common Areas.

Residence

The Residence groups can be broken up into multiple sub-components including bedrooms, lounges, and restrooms. Students and staff will have separate residential groups and will be placed at some distance apart for privacy.

Education

The Education group is made up of classrooms, study rooms, and a library. The internal program of each of these spaces will be more flexible than most component areas on the campus. Classrooms and study room environments will be able to move and adjust based on the curriculum.

Administration

The Administration component will house offices, exam rooms, a unisex restroom, and a reception area. This component of the campus will be used as a gateway for visitors and local staff members.

Common Areas

The Common Areas will include the kitchen, assembly, dining rooms, and public restrooms. This component will be used by students, staff, and locals, and will hold the biggest occupant loads at one time.

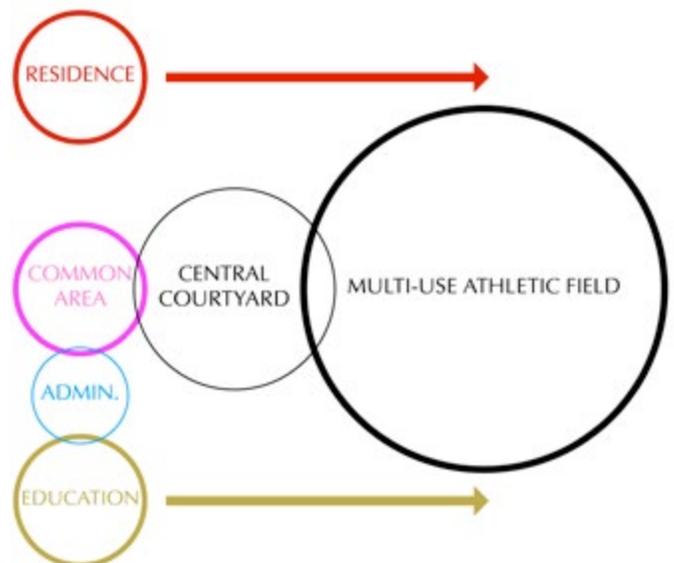
Outdoor Areas

The outdoor components of the program will be developed during the design process. The following outdoor components are suggestions:

- Athletic Fields
- Blacktop Area
- Central Courtyard
- Gardens
- Agricultural Fields

TOP: TABLE OF PROGRAM COMPONENT AND ASSOCIATED OCCUPANCY.
 RIGHT: DIAGRAM OF PROGRAM COMPONENTS . FUTURE EXPANSION IS ILLUSTRATED FOR RESIDENCE AND EDUCATION.

The Anew School Campus Facility Program Components		
ID No. Space/ Activity	No. of Spaces	Occupancy
1.0 Education		
1.1 Classrooms	5	16
1.2 Library/Lounge	1	30
1.3 Study Rooms	4	4
2.0 Administration		
2.1 Headmaster Office	1	4
2.2 Small Offices	3	2
2.3 Nurse's Office	1	2
2.4 Reception	1	10
2.5 Unisex Restroom	1	1
3.0 Common Area		
3.1 Assembly /Dining	1	80
3.2 Stage	1	20
3.3 Kitchen	1	20
Restrooms	1	80
4.0 Residences		
4.1 Student Bedrooms	30	2
4.2 Lounge	2	10
Student Restrooms	2	10
4.3 Laundry	1	4
4.4 Staff Bedrooms	10	1
4.5 Staff Lounge	1	10
Staff Restrooms	1	10

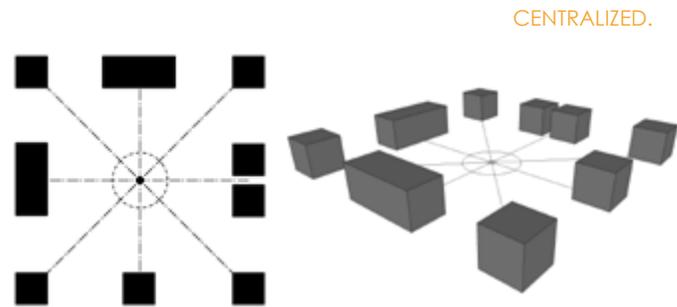


ORGANIZATIONAL STRATEGIES

While many different organizational strategies could be incorporated into the master planning of the Anew School campus, the priorities of the facility lean towards incorporating three different organizational strategies: centralized, axial, and radial. Each strategy provides the campus with a unique quality that can contribute to emphasizing better function.

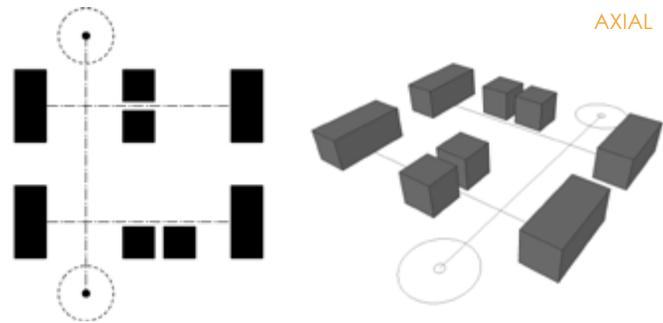
Centralized

The centralized organizational strategy provides added security by making the buildings or functions act as boundaries for the occupants.



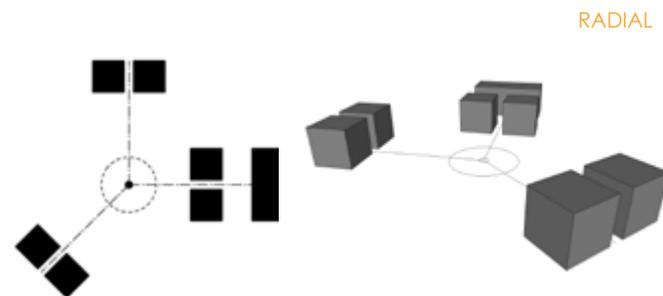
Axial

The axial organizational strategy emphasizes two different nodes (places of buildings or functions) on the campus and aligns for a more distinct circulation pattern between these nodes. This organizational strategy provides an instinctual significance to these two nodes in which occupants will immediately relate.



Radial

The radial organizational strategies help provide divisions among buildings and functions in order to emphasize privacy or independence without losing one central unifying node of organization.

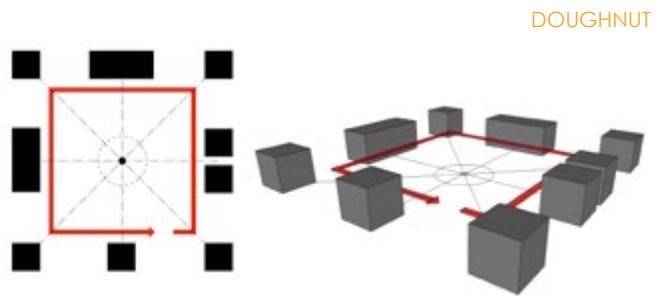


CIRCULATION PATTERNS

A macro and micro view of the organizational strategies of the Anew School campus provide many individual strategy options for circulation patterns.

Campus Circulation

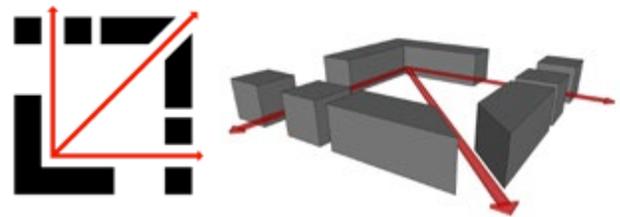
The most conducive circulation pattern for the macro view of the campus' circulation is the **Doughnut**. One of the biggest priorities of creating a facility such as this in a foreign community with "at-risk" adolescent occupants is the security of those occupants. The **Doughnut** circulation pattern ensures movement to occur on the interior of structural components in a circular fashion. This pattern helps to promote security and centralization of activity.



DOUGHNUT

Residence Circulation

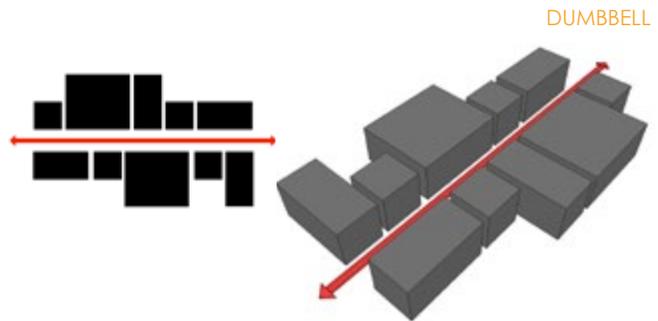
Though the campus has a macro circulation pattern, each component has different qualifications for circulation and therefore has micro patterns within the campus. The Residence could have a myriad of options, but in order to maintain the theme of security, the **Doughnut** circulation pattern would be appropriate for smaller Residence pods. This will also help to create a sense of community and identity amongst the students.



RADIAL

Education & Administration Circulation

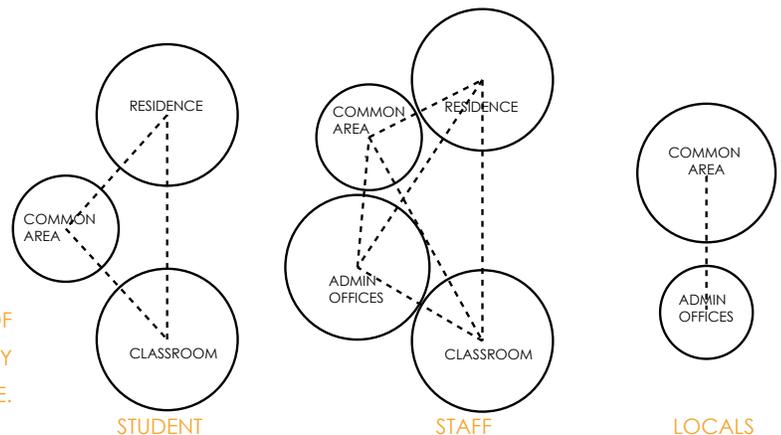
Education and Administration together would best be designed with a **Radial** circulation pattern originating from a component that will not expand in the future: the library. **Radial** circulation in this situation creates two different **Dumbbell** circulation patterns; one **Dumbbell** pattern for the classrooms and one for the administration. This helps to keep identification and circulation to these areas simple.



DUMBBELL

Common Area Circulation

The Common Area will need to have a much more flexible circulation pattern based on the numerous activities that will be occurring in this space.



RIGHT: DIAGRAM OF CIRCULATION PATTERNS BY OCCUPANCY TYPE.

STUDENT

STAFF

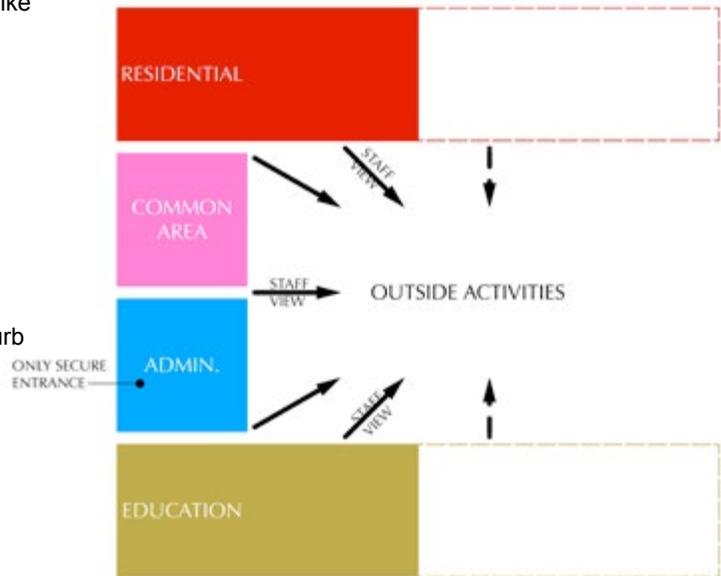
LOCALS

ADJACENCIES

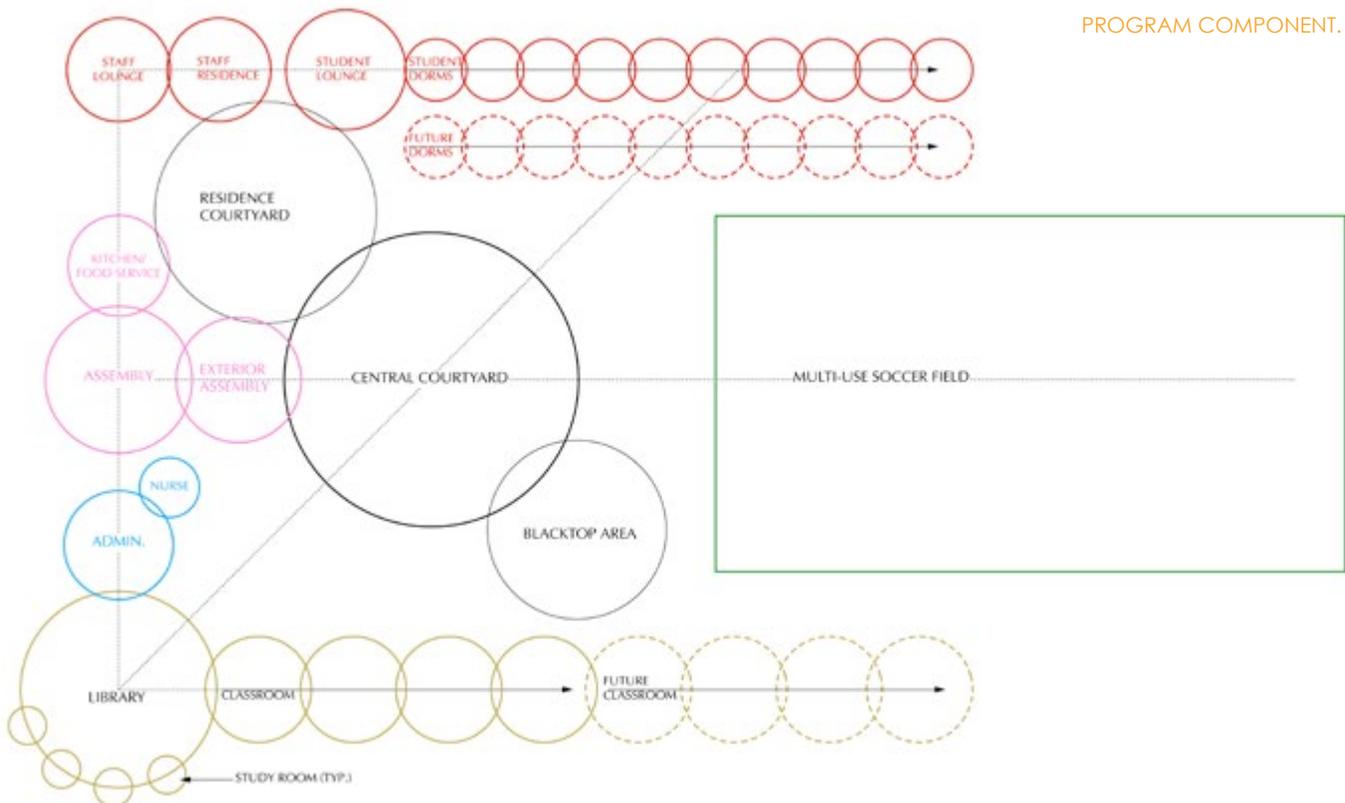
Different organizational strategies will be taken into consideration and help to organize the four major programming components of the campus, including:

- **Centralization** – Centralizing the organization around one component, like the library.
- **Expansion** – Understanding areas that will expand, like Education and Residential areas that will continue to expand for over half a decade.
- **Security** – Visual lines for staff members is very important to monitor students.
- **Proximity** – The proximity of components like staff offices, classrooms, study rooms, and the library will help to make circulation within the campus easy.
- **Noise** – Components such as the kitchen will consistently be noisy during the day and will not disturb the education components.
- **Privacy** – Residences will be further away from common public areas in order to provide a sense of privacy for students and staff alike.

BELOW: SECURITY DIAGRAM UTILIZING THE CENTRALIZED PLAN FOR STAFF VIEW LINES.



BELOW: LARGE ADJACENCY DIAGRAM WITH EACH ITEMIZED PROGRAM COMPONENT.

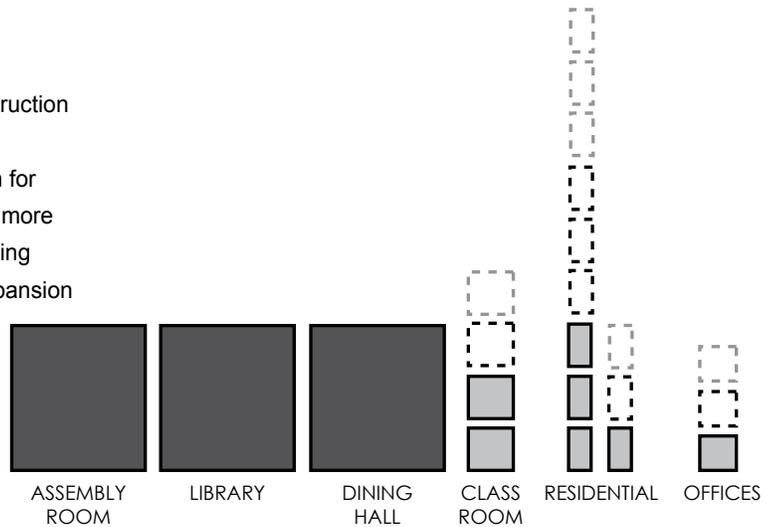


PHASING

Construction of large school campuses can often times be split into phases to help provide the facility with a phased growth and phased budget. A boarding school operates by providing educational, sleeping, and living accommodations in daily coordination. As pointed out in the adjacencies analysis, the important thing to realize about the components of the campus is to identify those components that will grow over time and not to circumscribe them with other components. Growth will continue in a fashion that is conducive to enhancing individual strategies, such as security and privacy, if not all.

Areas of the facility that should be completed for final occupancy size at the earliest stage in design and construction are the kitchen, cafeteria, assembly area, lounge, and library. The modularity and flexibility that exists in design for classroom, administration, and residential units is much more conducive to future growth. Utility needs, such as plumbing and electrical, are much less affected in these future expansion efforts.

BELOW: FUTURE GROWTH TO ONLY OCCUR IN CLASSROOMS, RESIDENTIAL, AND OFFICES.

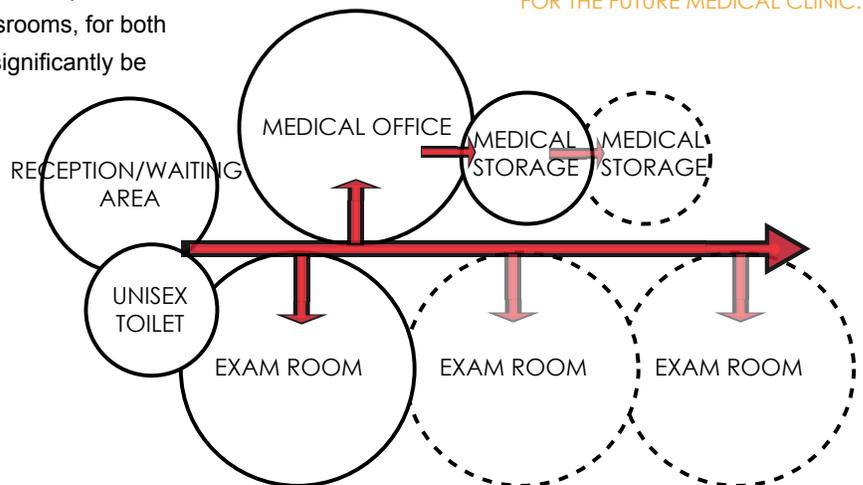


FUTURE PHASES

The growth of the Anew School campus includes the expansion of the existing Nurse's office into a full service medical clinic, which will be open daily to the community. This expansion will be planned into the initial facility plan in order to make this phase of construction easy with limited disruption to daily operations.

The Education and Common Area components of this facility will also need to be suitable to use for the future expansion of a neighboring girls school. If the Anew School planned to utilize common functions, such as the classrooms, for both the boys and girls school then cost would significantly be reduced.

BELOW: EXPANSION DIAGRAM FOR THE FUTURE MEDICAL CLINIC.



PROGRAM CONCLUSIONS

The program analysis draws a few conclusions to help further design efforts.

Adjacency Recommendations

- **Reception, offices, and Nurse** – The reception will act as the gateway for the public, and the offices and nurse should be adjacent to limit public circulation within the campus.
- **Administration and Common Areas** – As all occupants enter through the reception, the common areas should be adjacent to also limit public circulation.
- **Offices and Education** – All study rooms, classrooms, and staff offices should be adjacent to help the operations of the student curriculum and therapies.

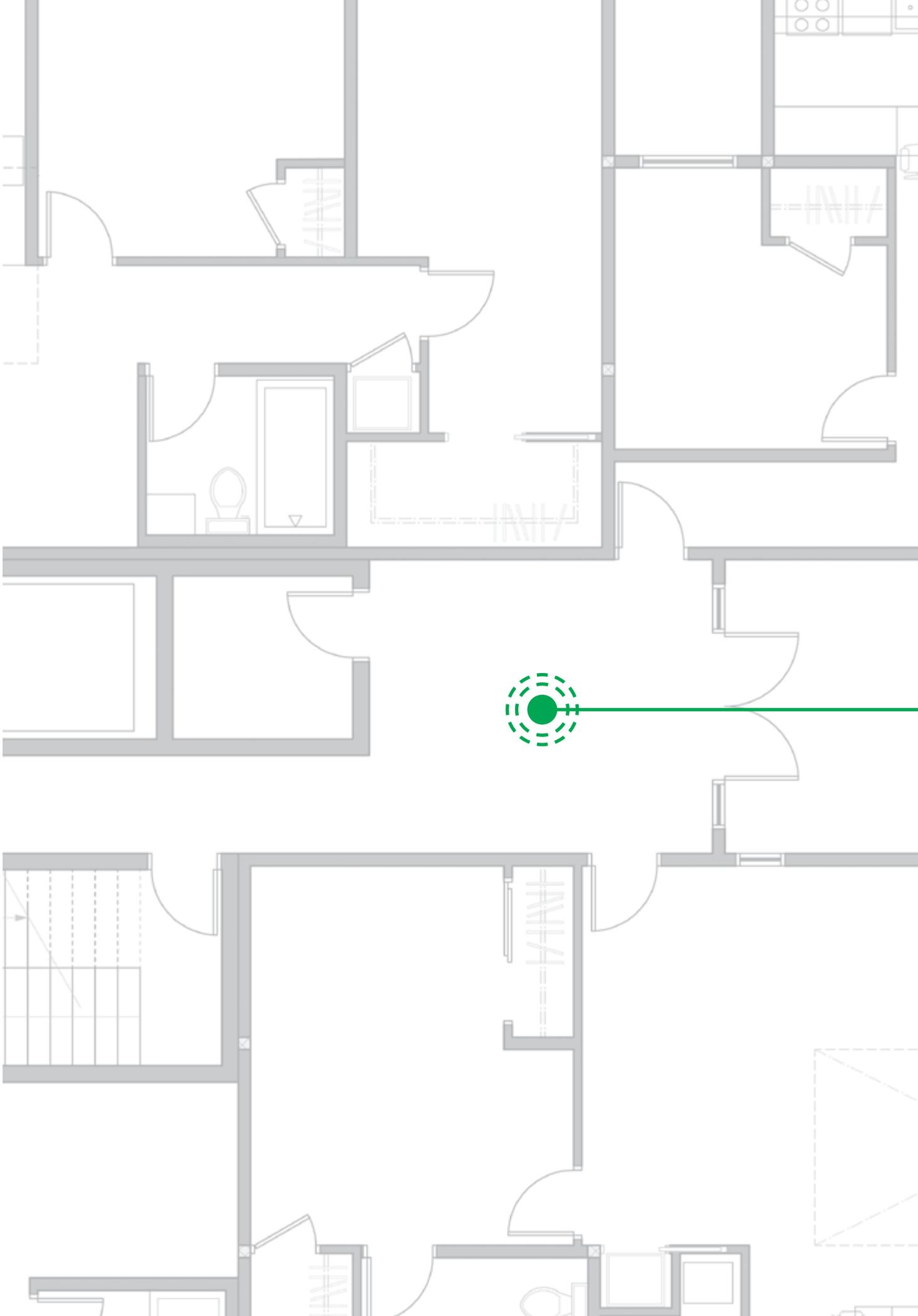
Centralization for Security

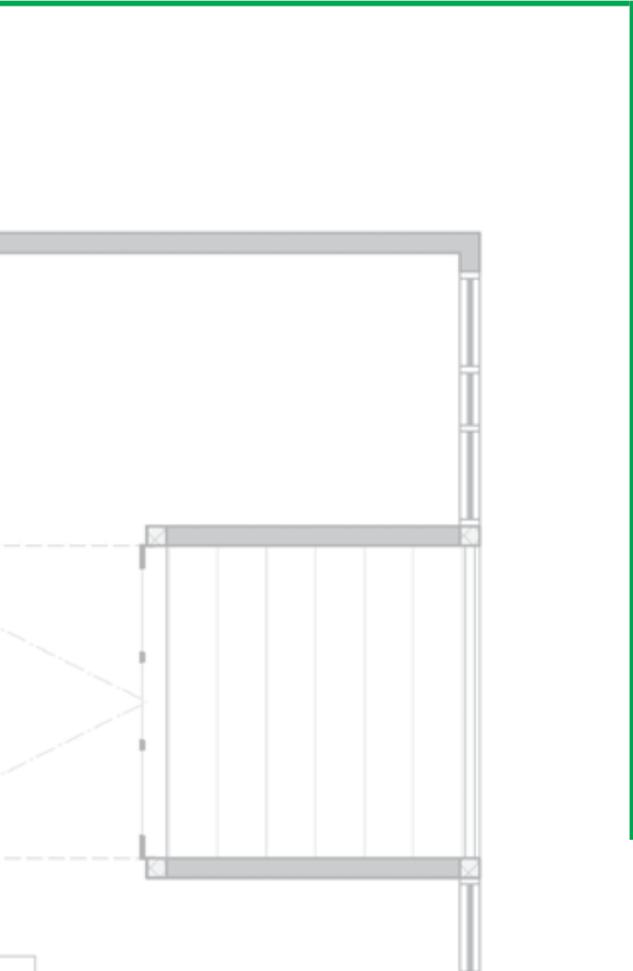
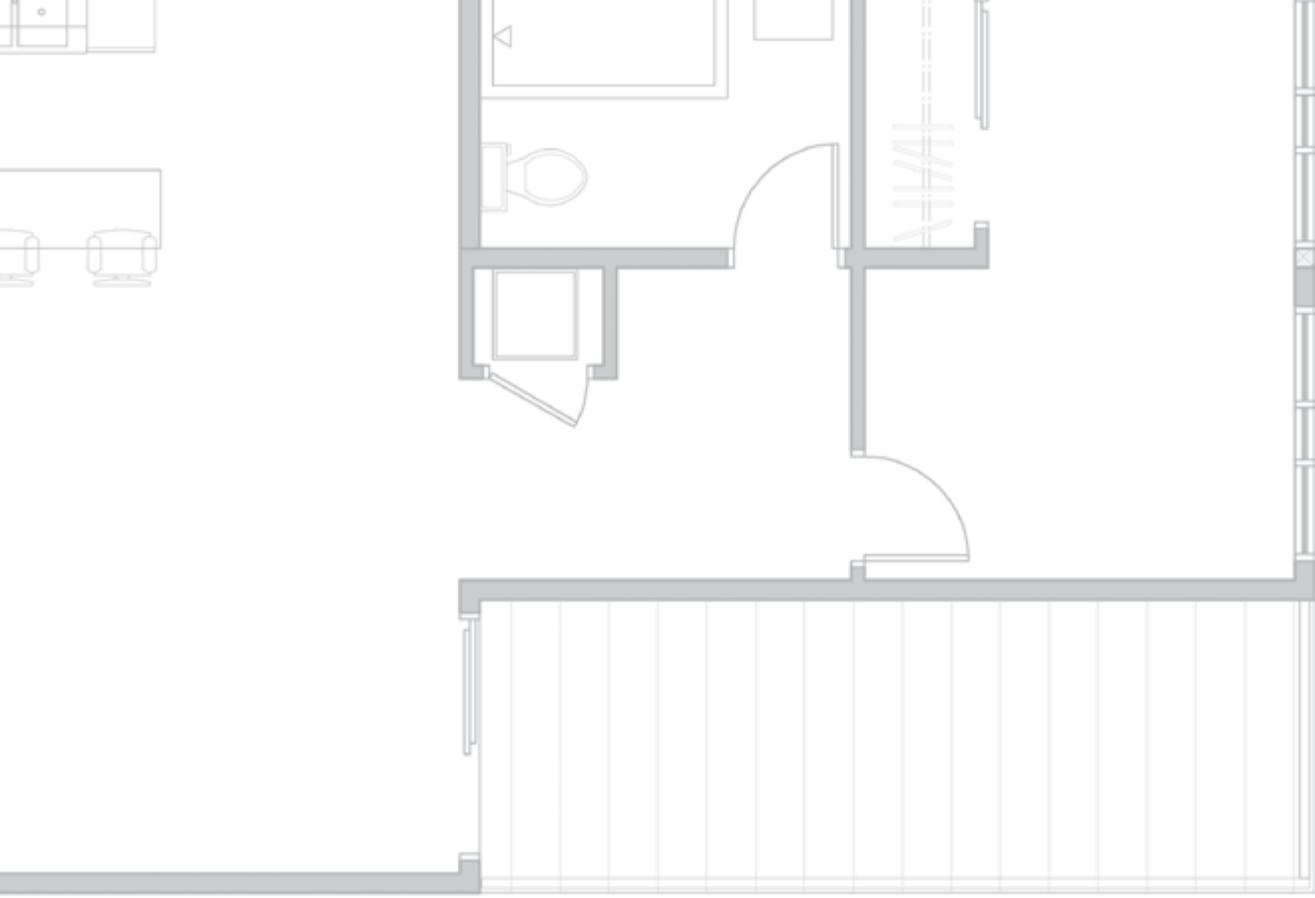
- **Inward Facing Activities** – In order to enhance staff supervision, all group congregational activities should take place in the “courtyard” spaces of the facility.

Expansion

- **Classrooms, Residences, and Office** – As the facility occupancy grows, so should these spaces. This helps to keep cost down during initial construction.

All analysis and conclusions will be further identified as the designers initiate the conceptual design phase. The Anew School facility can only be designed for the better with this analysis as a starting point.





The spatial analysis identifies space requirements developed to accommodate all activities desired. The space requirements are listed as net assignable square feet, referring to the space assigned to an activity, not including circulation to that space. Additional square footage required for the gross square footage of the building is calculated in the “TARE” space percentage. TARE square footage includes circulation, walls, mechanical, electrical, and communication equipment, and public toilets.

SPATIAL ANALYSIS

SPACE CRITERIA

The following space criterion is based off the International Building Code (IBC) floor area in square feet per occupant (1 square foot=0.0929 square meters):

Standard Space Criteria, based on IBC

Assembly without fixed seats (concentrated)	7 net
Assembly without fixed seats (unconcentrated tables/chairs)	15 net
Business Areas	100 gross
Dormitories	50 gross
Educational (classrooms)	20 net
Kitchens, commercial	200 gross
Library (reading area)	50 net
Library (stack area)	100 gross
Locker Rooms	50 gross
Residential	200 gross

In an educational experience involving boarded “at-risk” students, space becomes a much more critical factor than what is common for contemporary American schools. Typical code requirements suggesting that each student would receive 20 net square feet of personal space in a classroom may not be suitable for facilities such as the Anew School. In the Anew School for instance, desk space in a classroom will not be a small 5 foot by 4 foot space per student. Privacy and personal security will be maintained so that crowding does not become a negative factor for student outcomes. Therefore, the classroom environments, as well as the residential units, will increase in size to accommodate the psychological difference between other American students and the “at-risk” youth of which we will serve.

Adjusted Space Criteria for Anew School

Assembly without fixed seats (unconcentrated)	25 net
Dormitories	75 gross
Educational (classrooms)	40 net

TARE square footage has been included in the programming square footage in order to account for the unknown space requirements that circulation, structure, storage, and even restrooms may play in the future.

The Anew School Campus Facility Space Requirements

Revised by Andrew Goodwin; ConsciousBuild Inc. Date: January 25, 2013

ID No.	Space/Activity	Occupancy	SF/Occupant	Space Sub-Total	No. of Spaces	SF Required	Notes
1.0 Educational							
1.1	Classrooms	16	50	800	5	4000	Adjacency to Large Restrooms
1.2	Library/Lounge	30	75	2250	1	2250	Library adjacent to Study Rooms
1.3	Study Rooms	4	40	160	4	640	
	Subtotal					6890	
	TARE at 15%					1033.5	
	TOTAL SF					7923.5	
2.0 Administration							
2.1	Headmaster Office	4	50	200	1	200	Secure Storage Closet
2.2	Small Offices	2	50	100	3	300	Storage Closet
2.3	Nurse's Office	2	200	400	1	400	Requires Small Restroom & Storage
2.4	Reception	10	30	300	1	300	Adjacent to one office with window
2.5	Unisex Restroom	1	50	50	1	50	Adjacent to Nurse's office.
	Subtotal					1250	
	TARE at 15%					187.5	
	TOTAL SF					1437.5	
3.0 Common Area							
3.1	Assembly /Dining	80	25	2000	1	2000	Adjacency to Large Restrooms
3.2	Stage	20	15	300	1	300	Requires Adjacency to Assembly
3.3	Kitchen	20	50	1000	1	1000	Mechanical needs and Dry/Wet Storage
	Restrooms	80		200	1	200	Mens and Womens Restrooms
	Subtotal					3300	
	TARE at 20%					660	
	TOTAL SF					3960	
4.0 Residences							
4.1	Student Bedrooms	2	75	150	30	4500	Requires Adjacency to Large Restroom
4.2	Lounge	10	25	250	6	1500	
	Student Restrooms	10		200	6	1200	
4.3	Laundry	4	50	200	1	200	Storage
4.4	Staff Bedrooms	1	150	150	10	1500	Requires Private Restrooms
4.5	Staff Lounge	7	25	175	1	175	
	Staff Restrooms	7		200	1	200	
	Subtotal					9075	
	TARE at 15%					1361.25	
	TOTAL SF					10436.25	
Note: TARE square footage includes circulation, mechanical, electrical, plumbing, and storage rooms.							
	Total Facilities SF					23757.25	
	Multi-use Field					30000	
	Multi-use Hard					5000	
	Total Outdoor SF					35000	

1.0 EDUCATION

1.1 Classrooms

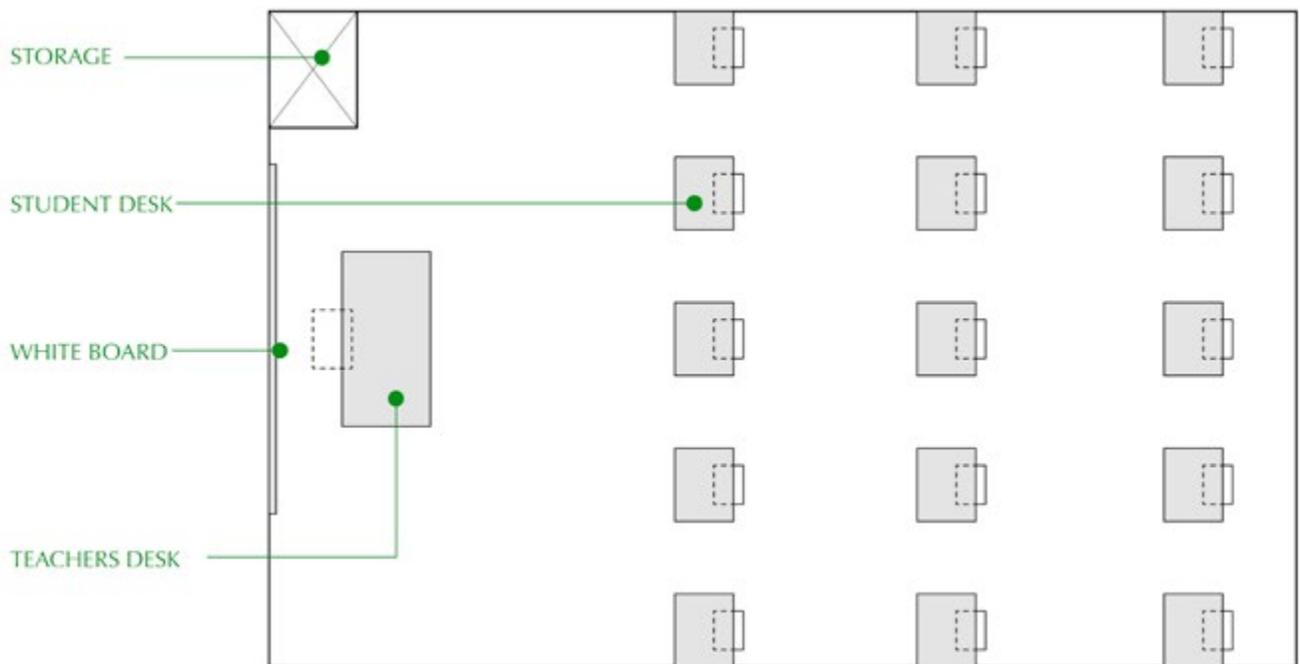
Size: 4 rooms at 800sf each

Occupancy: 15 students and 1 teacher

Needs: Storage closets, space for blackboards/white boards

Description: The classrooms will provide flexible space for up to 15 students to learn any subject within means. These classrooms will be flexible enough to open to outdoor activities such as gardening, crafts and sports. The classroom wing will be adjacent to the library. There is a need for natural light either through clerestory windows or skylights.

Adjacencies: Library, Outdoor Space



1.2 Library/Lounge

Size: 1 room at 2250sf

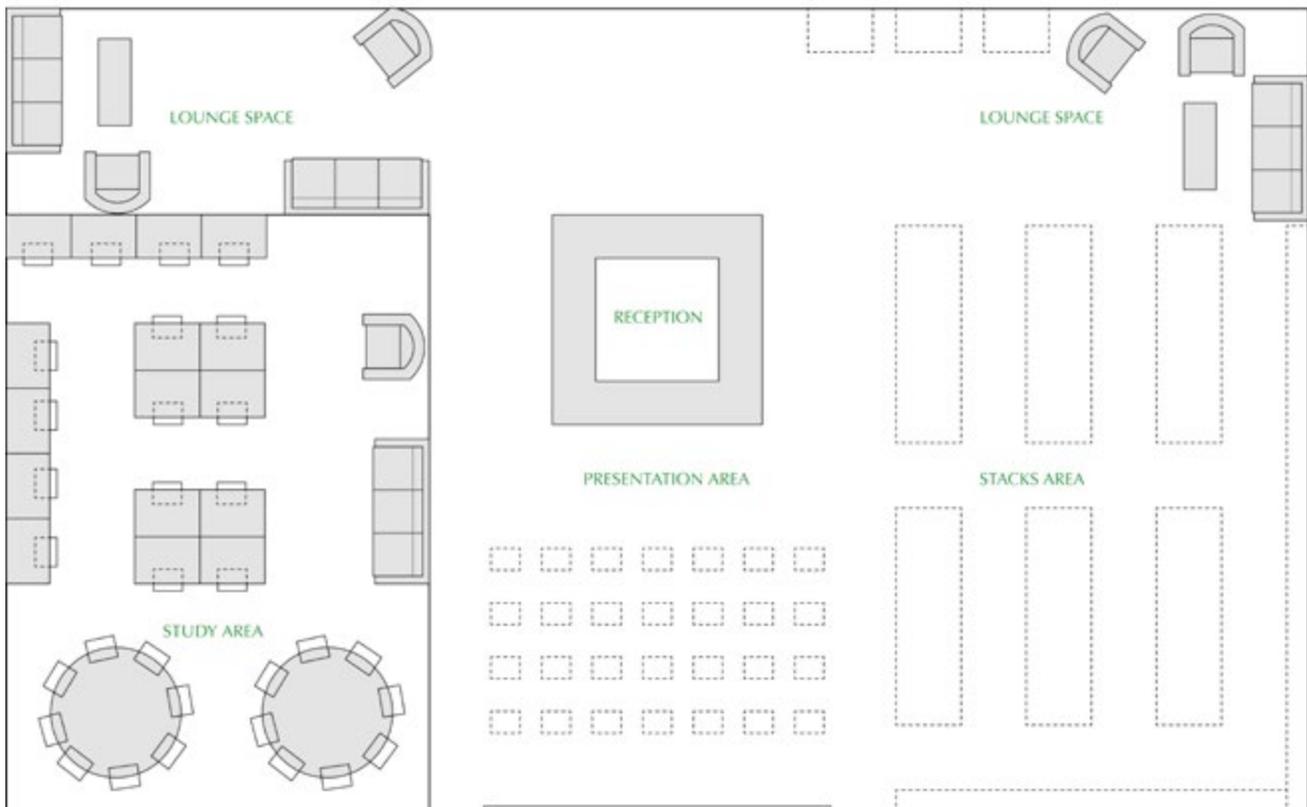
Occupancy: 30 students or two classrooms of students

Needs: Telecommunication room for correspondence home; stacks for books/dvd/cd; lounge space for couches and chairs, and storage.

Description: The Library will serve as a lounge and common space during the day for all students and some staff. The prominence of the library as a common lounge for the students will emphasize the need for academic pursuits. The Library can provide the students with a space to grab a snack and socialize during their free time. This lounge area can also be used as a comfortable meeting place for counseling sessions and larger study groups.

A telecomm room will be dedicated so that the students can skype, call, or email their families and friends. This room will require Internet connection, computers, video screens, camera equipment, and telephones. This also means that a telecomm satellite will need to be installed with enough reception to make this possible. POWER REQUIRED.

Adjacencies: Classroom, Study Rooms, Outdoor Space



1.3 Study Rooms

Size: 4 rooms at 160sf each

Occupancy: Up to 4 occupants; 3 students to 1 teacher

Needs: Space for blackboard/white board

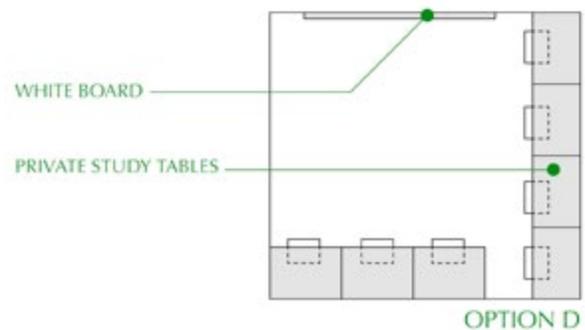
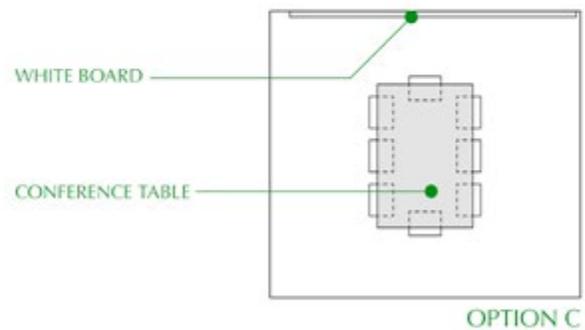
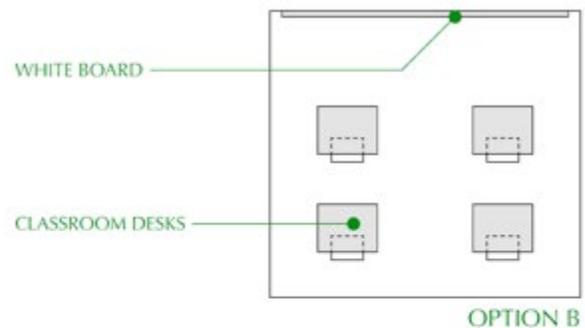
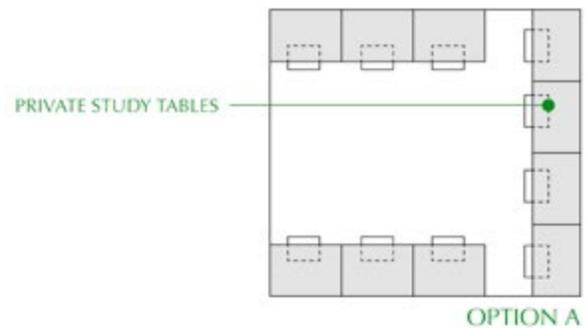
Description: The study rooms will be adjacent to the Library and will be convertible to accommodate small study groups for tutoring. These rooms will provide security and privacy to allow students to have private counseling sessions. To reduce the spatial requirements of the study rooms, one study room could be dedicated as the telecomm room.

Adjacencies: Library, Classrooms

Support Spaces

The following support spaces are needed for the Education area.

- Janitors Closet
- Large Restrooms (share with Common Space)
- Mechanical/Electrical Room



2.0 ADMINISTRATION

2.1 Headmasters Office

Size: One room at 200sf

Occupancy: 1 Headmaster; up to 4 occupants

Description: This office will serve the Headmaster of School. Secure and unsecure storage is necessary for files and equipment. Office will hold small conferences of up to four individuals. One large desk, a couple chairs, a small table, and some bookcases will accommodate the headmaster in this office. The location of the headmaster's office will be centrally located for clear visibility to residences, courtyards, and classrooms.

Adjacencies: Small offices, Reception

2.2 Small Offices

Size: 3 rooms at 100sf

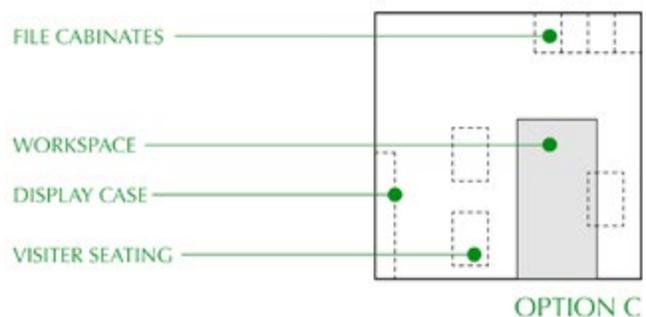
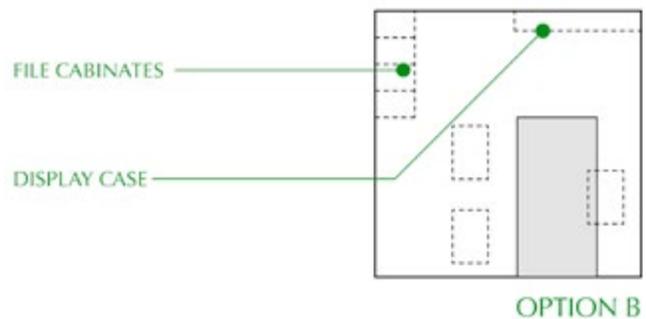
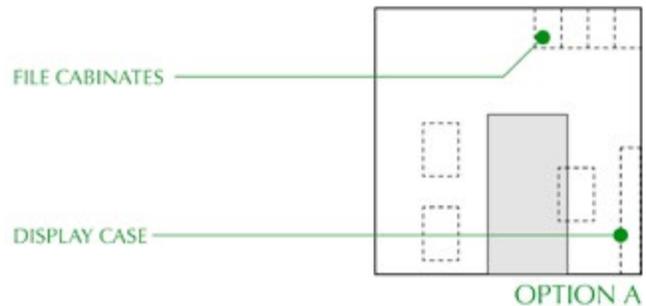
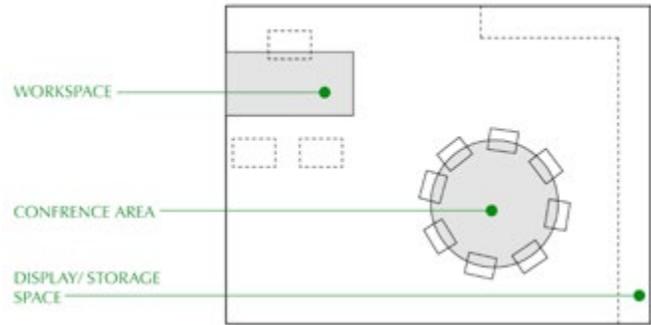
Occupancy: 2 occupants for each room

Needs: Storage for office supplies, access to restroom

Description: Small offices hold up to two occupants for small one-on-one meetings. These offices will be reserved for the teachers and/or staff of the facility. One desk with computer and files will be accommodated for the use of the staff member. The location of these offices will be adjacent to the headmaster's office and centrally located to help with the surveillance of the residences, courtyards, and classrooms.

The office equipment will include furniture that can be provided without much planning besides size and space needs. Administration offices will need to be connected to Internet and power in order for computer systems to be relevant. A PA system for mass notification as well as an alarm system will be planned for and this system will be connected to the computer systems within the administration offices.

Adjacencies: Headmaster Office, Reception



2.3 Reception Room

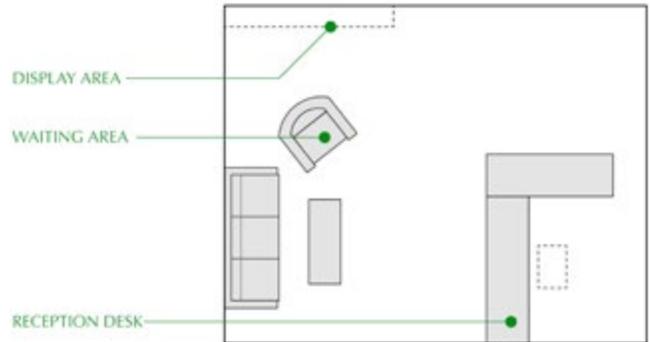
Size: 1 room at 400sf

Occupancy: Up to 10 occupants; transient

Needs: Seating area (possibly built-in furniture) for waiting. Area needs natural light.

Description: The reception room will serve as a centralized entrance where a person will be able to greet everyone who enters the main building. All local staff members and visitors will need to check in at the reception desk before entering the main building and interior premises.

Adjacencies: Headmaster Office, Small Offices, Nurse's Office



2.4 Nurse's Office

Size: 1 Suite at 300sf; 1 exam room and 1 office (could be same room)

Occupancy: 2 occupants

Needs: Storage for medicines and supplies, refrigerator, access to restroom, and exam table

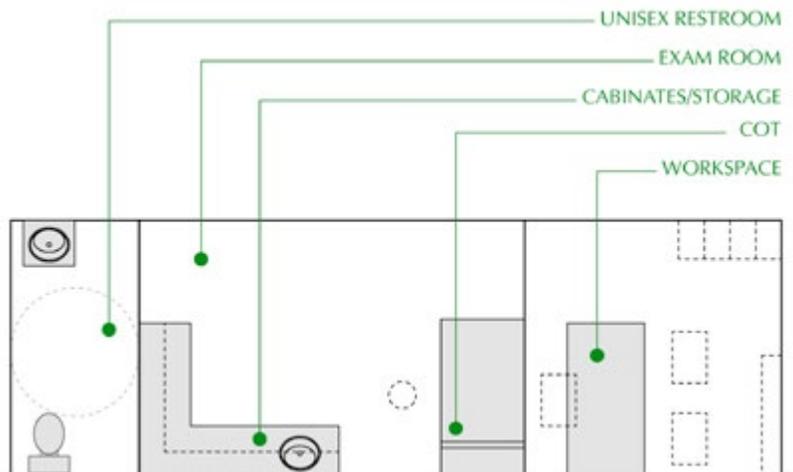
Description: The school nurse will have one office with a desk, a couple of chairs, some file cabinets and a bookcase, as well as a separate exam room to treat students. This exam room will have an exam table and secure storage for all medicines and medical supplies. This exam room will not be for any serious illnesses or surgeries but will accommodate the students and staff during any acute illnesses. These rooms will remain sterile and have access to an adjacent unisex restroom.

Adjacencies: Reception

Support Spaces

The following support spaces are needed for the Administration area.

- Single Unisex Restroom
- Mechanical/Electrical Room



3.0 COMMON AREA

3.1 Assembly/Dining (Multi-use)

Size: 1 room at 2000sf

Occupancy: Up to 80 occupants

Needs: Storage for tables, chairs, and trash; equipment needs for audio/visual

Description: The assembly room will convert from a dining facility to a performance/meeting hall so that costs remain low. The dining tables and chairs will be easily stored within the storage closets. Cleaning will remain a concern, and all materials and methods of construction will help to accommodate heavy traffic and use of this room. Natural light will help keep energy costs down.

Adjacencies: Kitchen, Stage

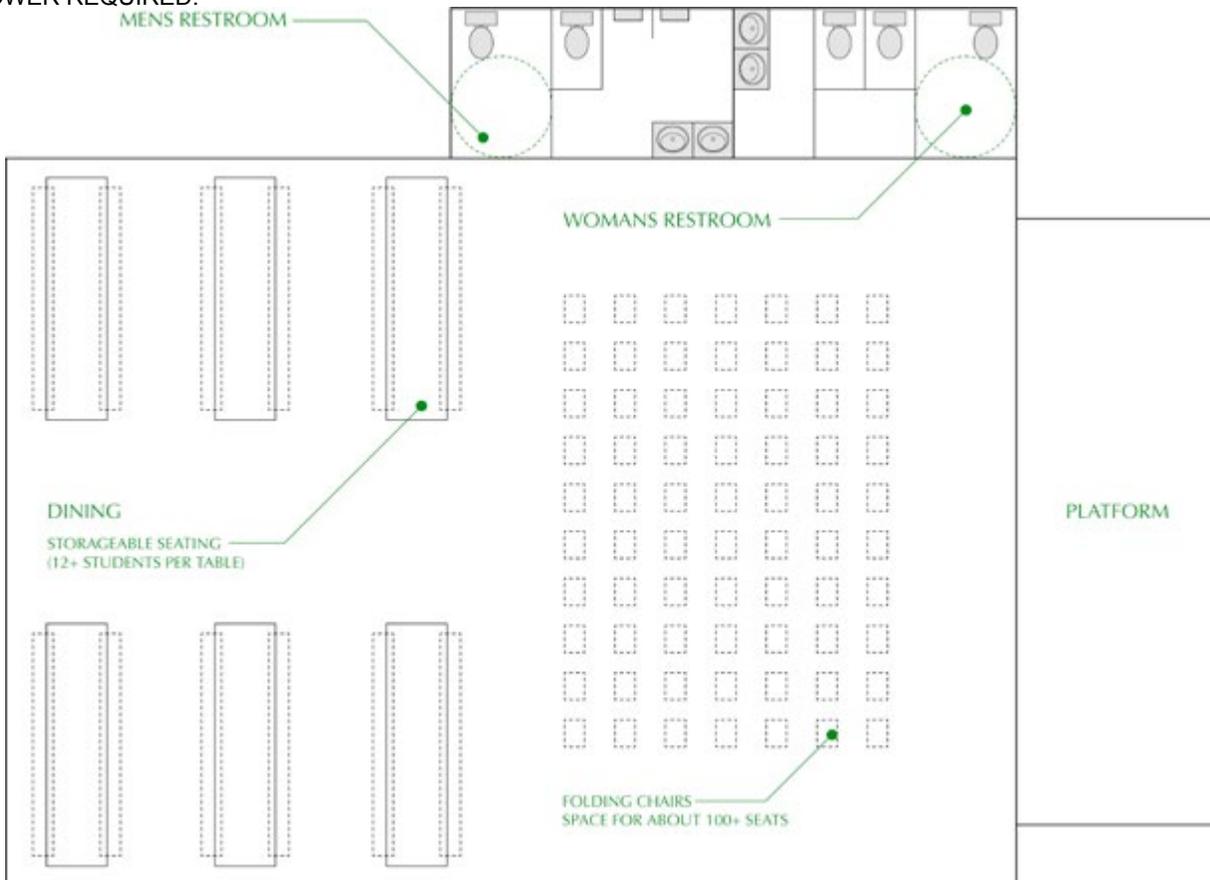
3.2 Stage (Platform)

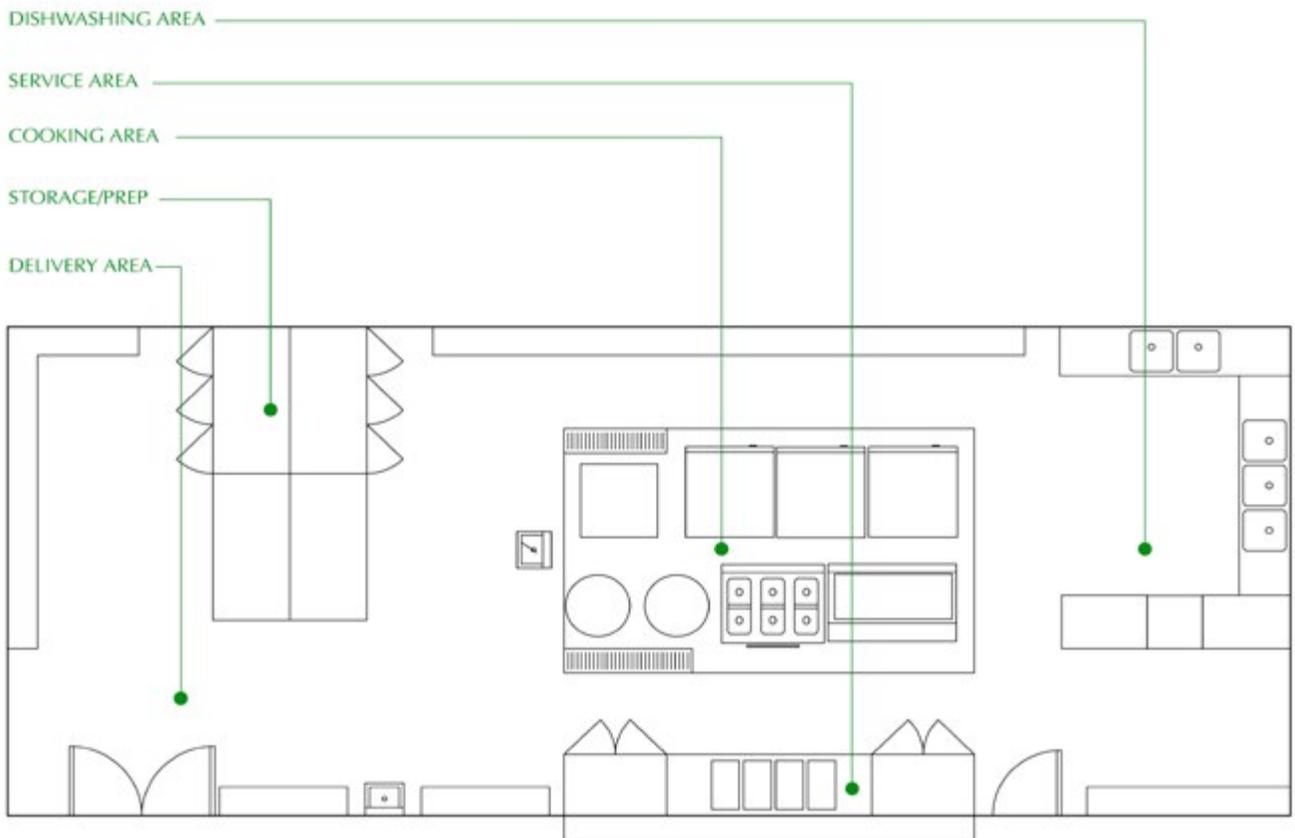
Size: Portion of Assembly/Dining Room at 300sf

Occupancy: 20 occupant load on stage

Needs: Curtain, lighting, and storage

Description: The assembly room will need to plan for this stage (platform) and performance equipment such as a PA system, projector and screen, and maybe a curtain.
POWER REQUIRED.





4.0 RESIDENCES

4.1 Student Bedrooms

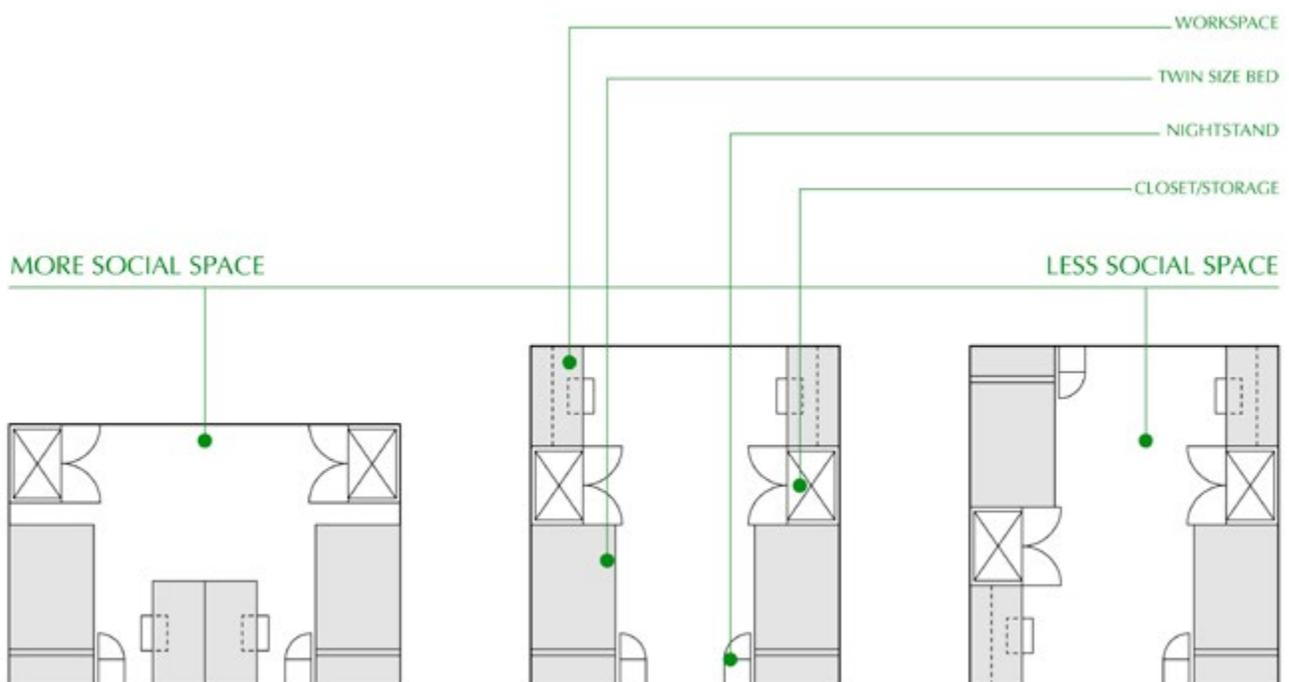
Size: 30 rooms at 150sf each; future expansion not included

Occupancy: 2 students in each room

Needs: Closets, beds, and desks can be built in or furnished after construction; restroom adjacencies

Description: Each student bedroom will house 2 students with enough space to provide community and privacy. Each room will have 2 twin beds, 2 full closets, 2 desks, and 2 night stands. The walls will be constructed to provide sound dampening between rooms, as well as have interior finishes like corkboard so that each student can personalize his side of the room. As the facility enrollment grows, so too will the staff bedrooms and restrooms.

Adjacencies: Student Bathrooms, Student Lounge



4.2 Student Lounge

Size: 2 lounges at 250sf each

Occupancy: 10 students in each lounge; will service 5 bedrooms each.

Description: These lounges will serve as nodes of community for 10 students. 5 bedrooms will exit into this lounge, whether it is an outdoor lounge or an indoor lounge. Natural light will be needed.

Adjacencies: Student Bedrooms, Student Bathrooms

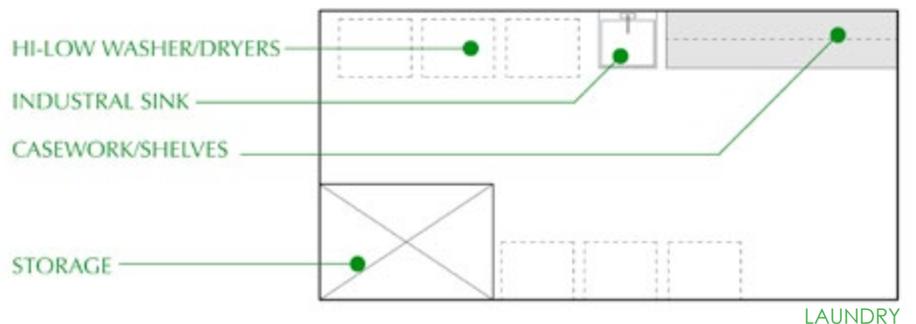
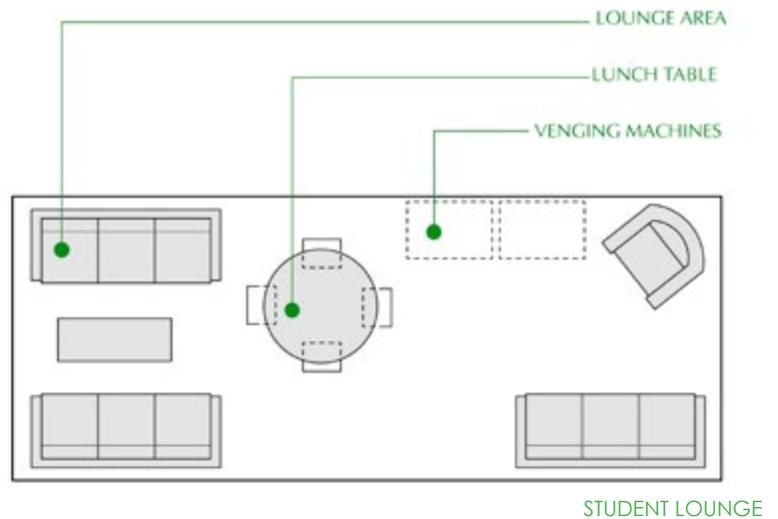
4.3 Laundry

Size: 1 Laundry at 200sf

Occupancy: 4 occupants max.

Needs: Storage, commercial washer and dryers, and a laundry sink.

Description: In order to serve the needs of students and staff, a laundry facility will need to be constructed. 6 stacked washer and dryer units will service the future expansion needs of the facility at maximum capacity of 40 students and 14 staff members. The equipment needs will be multiple washer and dryers, a laundry sink, and secure storage for laundry detergents and bleaches. POWER REQUIRED.



4.4 Staff Bedrooms

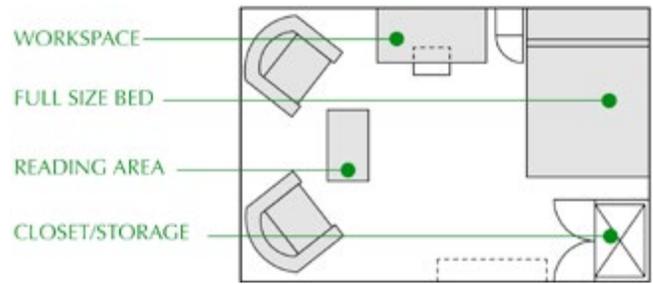
Size: 10 rooms at 150sf each

Occupancy: 1 staff member in each room.

Needs: Closets, beds, and desks can be built in or furnished after construction; restroom adjacencies (same as 4.1 Student Bedrooms)

Description: Each staff bedroom will house one staff member and will be furnished with one twin bed, one large closet, one desk, and one nightstand. Much like the student bedrooms, the rooms will be constructed to provide privacy and personalization. As the facility enrollment grows, so too will the staff bedrooms and restrooms.

Adjacencies: Staff Bathrooms, Staff Lounge



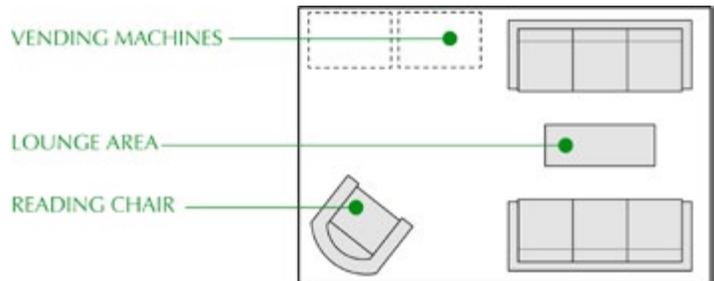
4.5 Staff Lounge

Size: One room at 150sf

Occupancy: 7 Staff members; will service all 7 staff rooms.

Description: These lounges will serve as nodes of community for the live-in staff. Six bedrooms will exit into this lounge, whether it is an outdoor lounge or an indoor lounge. Natural light.

Adjacencies: Staff Bedrooms, Staff Bathrooms

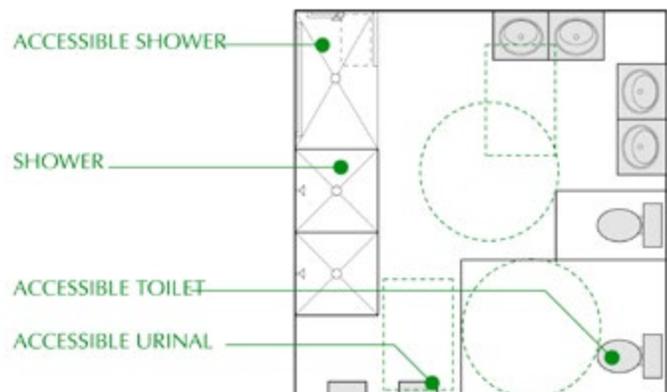


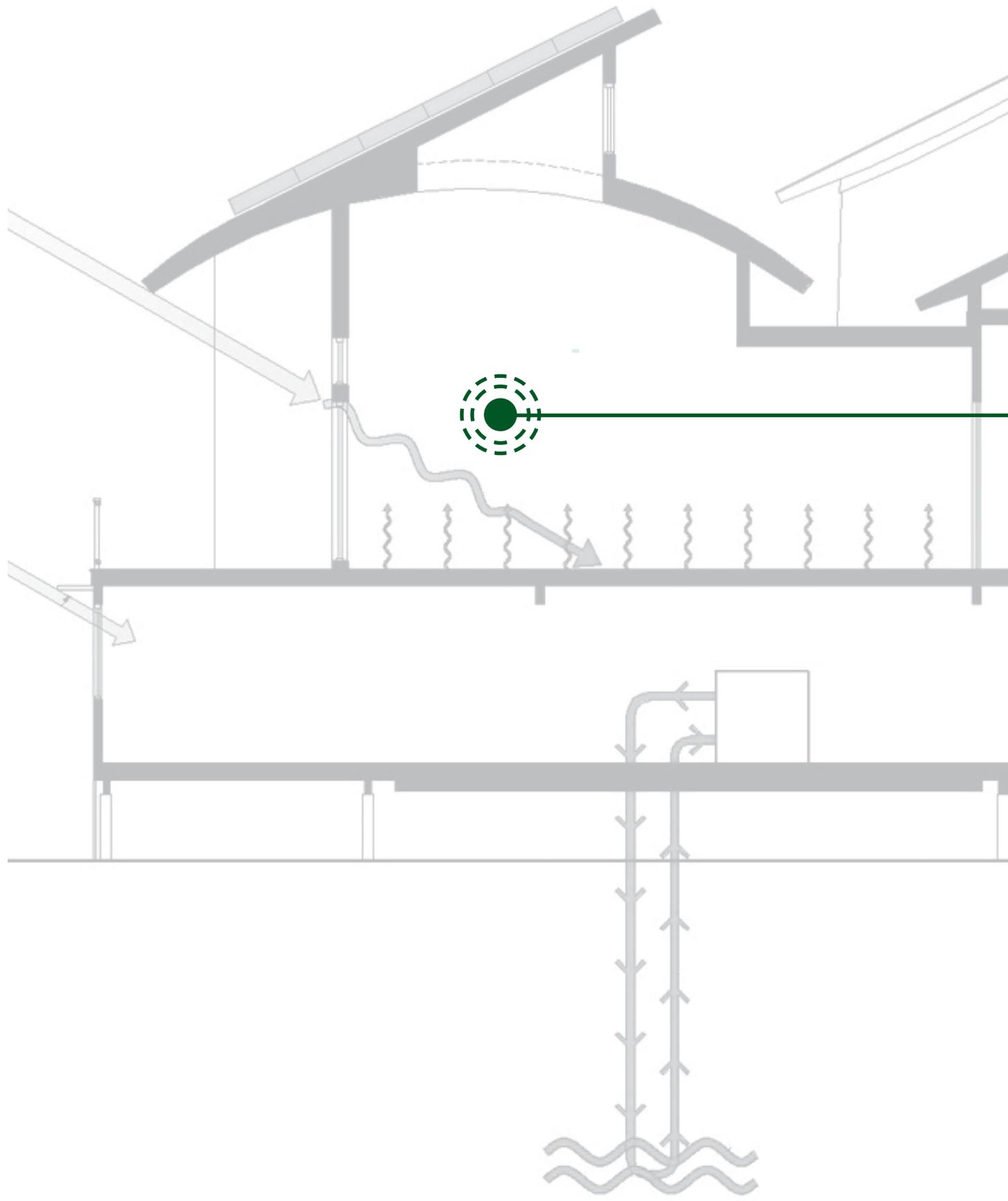
4.6 Support Spaces

The following support spaces are needed for the Residences.

- Large Restroom (students)
- Large Restroom (staff)
- Mechanical/Electrical Room

BELOW: LAYOUT FOR A STUDENT RESTROOM. STAFF RESTROOM REQUIREMENTS ARE SIMILAR.







Based on the research, programming and spatial conclusions, recommendations can be made as to the various performance and construction methods that should be used during conceptual design. These technical pieces include mechanical, electrical and plumbing systems, sustainable features, and construction methods. Each system and feature should be analyzed to specifically respond to the given site in Ghana.

TECHNICAL ANALYSIS

APPLICABLE CODES/REGULATIONS

Outdated Building Codes

Ghana remains without a current building code and thus previously used practices are out of date and hazardous in contemporary construction in Ghana. Programming and schematically designing this facility to California Building Code standards will be applicable enough to ensure the safety and security of all building occupants in case of fire or natural disaster.

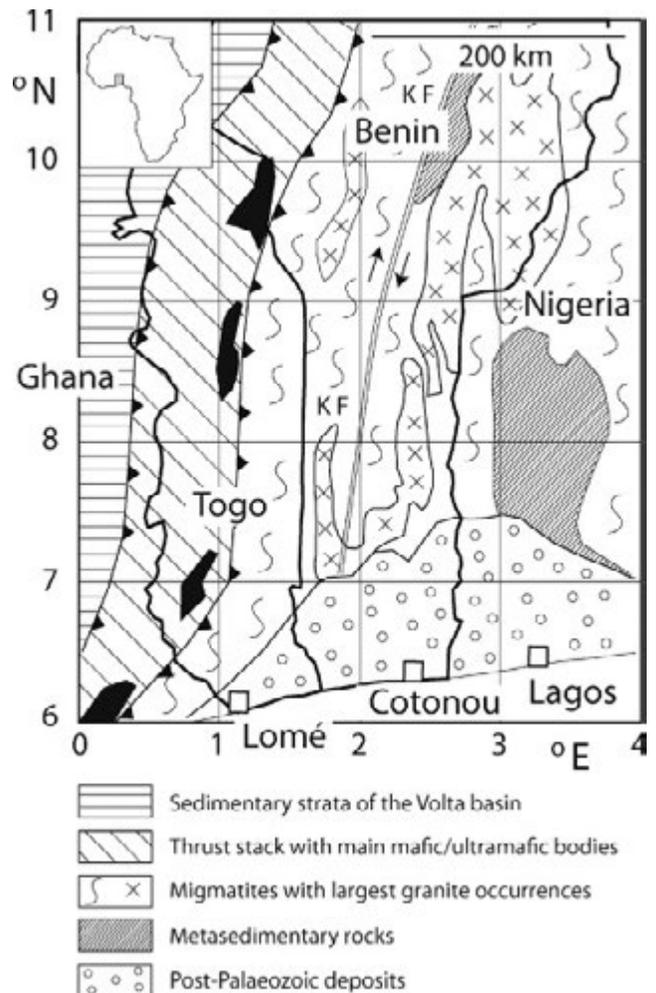
Seismic Zone Requirements

The Volta Region of Ghana has a history of seismic activity; therefore this becomes a very important consideration for the design of this campus. The capital city of Accra lies within a seismic zone with known isoseismals between nine and seven (Mercalli Scale). The fault lines run through the Volta Region from the city of Ho to Akosombo. Sources categorize the region as having a Strong VI with a 5-6 Richter scale rating.

Permitting

The District Assemble Works Department will review and inspect the drawings submitted for the construction of the Anew School buildings. They will grant permits after approval of submitted drawings.

SEISMIC MAP OF EASTERN GHANA AND NEIGHBORING COUNTRIES



MECHANICAL

Based on the climate data, the Anew School facilities will be subjected to very hot and humid conditions, which are usually conditions requiring Air Conditioning systems in the portions of the building with high occupant loads. The climate data also illustrates that there are no annual heating days, even if there are a few mild nights.

The fact that this facility might need to produce its own energy creates an interesting scenario of needing to design the buildings and the building systems to perform at a very high efficiency. The following are a few techniques that can be investigated and designed into the facility in order to mitigate energy requirements typically required for air conditioning:

Passive Cooling/Natural Ventilation

Designing the facility to take advantage of the prevailing wind direction and the simple principle that “warm air rises and cool air sinks” will help to decrease energy demands of the air conditioning systems. Lifting the floor will help to provide cooler indoor temperatures year round.

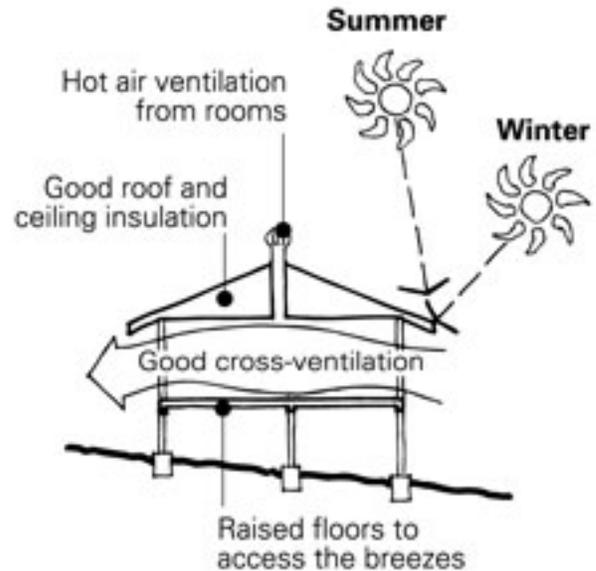
Insulating Building Materials

Some materials used for construction will help create a physical and thermal barrier from heat caused by the absorption and radiation of the sun’s rays. Some of these materials include XPS Insulation Board, EPS Board, Insulated Concrete Forms, and Rammed Earth wall construction.

Solar Shading Structures

Designing shading structures over windows, doors, and other openings can help to mitigate the sun’s heat from reaching human skin and heavily occupied rooms like classrooms and assembly rooms.

DIAGRAM OF VENTILATION TECHNIQUES FOR HOT, TROPICAL REGIONS.



RAMMED EARTH (MUD) CONSTRUCTION IN GHANA. CREDIT: BRANDON ROGERS, “BUSH-STUDIO”



ELECTRICAL

Electrical demands for this facility cannot be denied, especially due to annual overcast conditions and seasonal storms. Each room will be designed with indoor lighting even if it may be seldom used to account for every worst-case scenario. In addition to lighting, the following equipment will most likely require electricity and low voltage: washers, dryers, dishwashers, kitchen appliances, refrigerators, freezers, alarm system, televisions and projectors, annunciation systems, computers, etc.

The following sustainable methods will be considered during design in order to service the facility's electrical demands.

Photovoltaic Array System

A simple roof mounted photovoltaic array system can help to generate a full day's electrical demands if enough efficient panels are installed. Since Ghana receives a good amount of direct sunlight at very high angles, this sustainable method of energy collection may help to keep the Anew School facility from tapping into any costly electrical utility lines.

Wind Turbine Farm

A steady prevailing wind from the southwest is present in and around the region in which the Anew School will be built. The site of the new facility is relatively flat and could become home to a number of wind turbines. Wind turbines can help to gather a significant amount of energy with fairly little construction or maintenance costs. They may be considered too visually prevalent for some people's tastes, but they can contribute to the education of the students of the Anew School by providing a hands-on learning experience.

SOLAR AND WIND POWER CAN
HELP GENERATE MUCH NEEDED
ENERGY FOR THE CAMPUS.



PLUMBING

The property on which the Anew School will be built does not include connections to existing water utility lines. For this reason, the plumbing systems will need to act primarily off-grid, with a heavily reliance on well water and reclaimed rainwater.

Rainwater Management

Cisterns and greywater treatment will be beneficial for proper rainwater management.

Cisterns

In order to collect and reuse rainwater efficiently, a cistern system will need to be built on the property to hold the water for distribution throughout the year.

Greywater Treatment

Water used in sinks, laundry equipment, and showers can be recycled through a variety of treatment options in order for the water to be reused for non-potable reasons like irrigation. Water is in such high demand during part of the year that recycling every water source could help satisfy the demands of the facility.

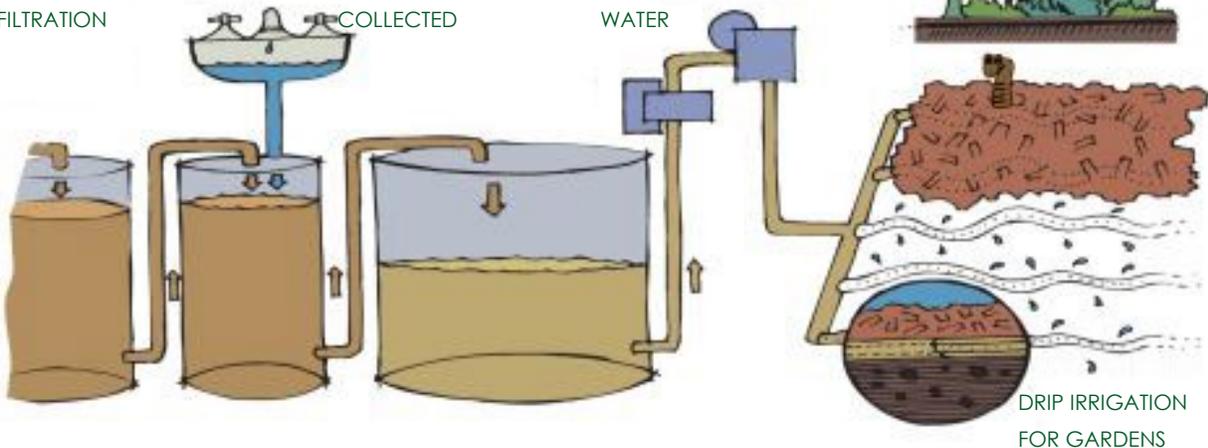
TOP: GREYWATER TREATED BY BIO FILTRATION.
MIDDLE: GREYWATER AS AN EDUCATIONAL TOOL.
BOTTOM: GREYWATER PROCESS DIAGRAM FOR FACILITY



KITCHEN WASTE WATER SUBJECT TO BIO FILTRATION

WASTE WATER FROM RESTROOMS COLLECTED

PUMPS SLOWLY RELEASE TREATED WATER



DRIP IRRIGATION FOR GARDENS

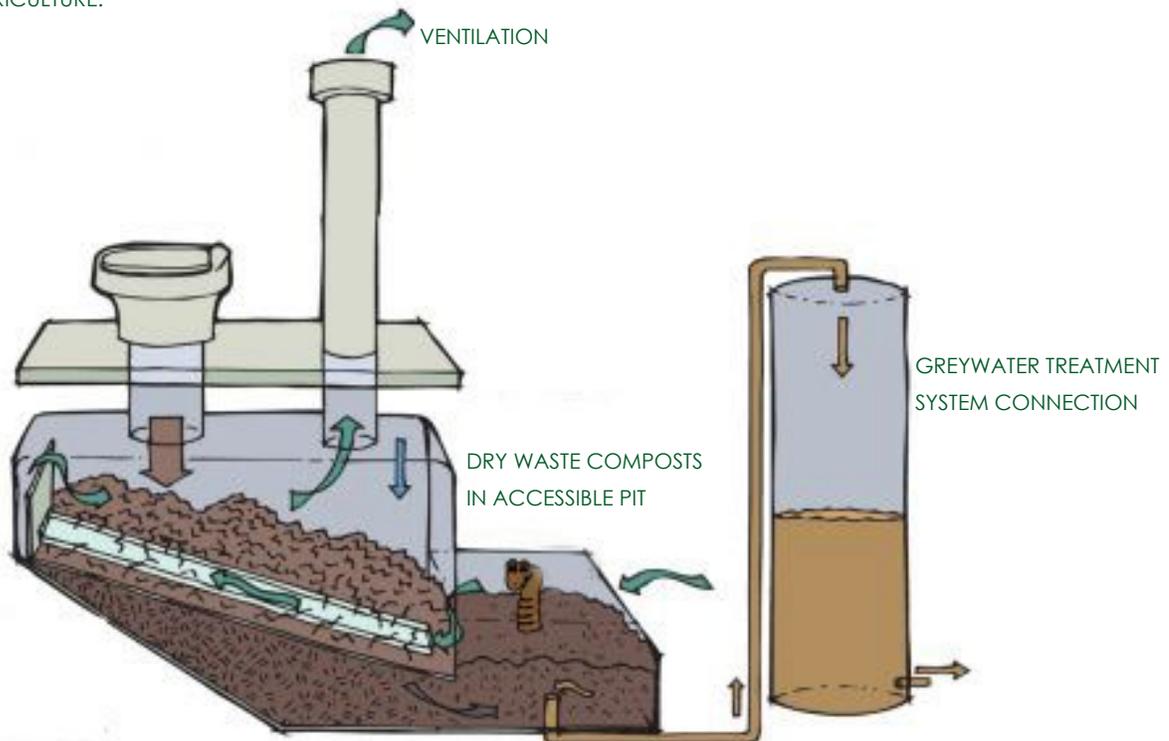
ON-SITE SEWAGE MANAGEMENT

The existing property on which the school will be built is not connected to any sewage utility line and therefore all sewage waste will need to be processed onsite. A typical leach field system can be designed to deal with all toilet, sink, or shower waste, or other options such as composting toilets can be designed to help collect and process waste.

Composting Toilets

The Anew School facility will be designed with two major restroom groupings on the campus: one at the assembly area and one at the residences. Because of the agrarian culture of the Volta Region, the installation of composting toilets could help convert otherwise useless waste into rich compost for local crops. Over the years, composting toilet systems have come a long way and have been developed to help manage and hide the often associated negative effects of pit toilets, which are associated with smells, flies, and bacteria.

BELOW: DIAGRAM OF COMPOSTING TOILETS - PROVIDES RICH COMPOST FOR AGRICULTURE.



SUSTAINABLE OPTIONS

The obvious self-sufficiency of the Anew School provides amazing design opportunities that can both enrich the student's education and also provide a positive impact on the environment.

The systems described in the Mechanical, Electrical, and Plumbing sections that will help to decrease the facility's natural resource demands are not the only sustainable options that can be put into place on the campus. The following are other methods that will help to promote sustainable practices for environmentally-friendly, healthy living.

Low Flow Faucets and Fixtures

All showers and sinks will be specified with low flow faucets so that less water is used. If the facility is going to collect rainwater and use a ground well to supply potable water, then such water will be in high demand and cannot be wasted.

Energy Efficient Lighting and Appliances

When unable to provide natural daylighting to an area, or when an area of the facility is in use at nighttime, energy efficient light bulbs will be used. The washers, dryers, refrigerators, and air conditioning units will all be energy efficient and comply with strict standards, such as EnergyStar rated requirements.

Recycled and Regional Materials

During the construction process, many things can be done to help provide for a more sustainable facility. One of these things is to build the facility from recycled or regional materials in order to lower the carbon footprint of the facility. The more energy used to process materials, or the further away from the construction site materials are manufactured, the more harmful the materials are for the environment.

Solid Waste and Food Scraps Compost

The Anew School will, in many ways, contribute to the production of common household waste. One way that the facility can help reduce trash put into the landfill is to compost as much of the food and paper waste as possible. This, along with the composting of human waste, will help to provide a rich material for all local farmers.

COMPOSTING FOOD SCRAPS HELPS TO REDUCE WASTE DISPOSAL TO LANDFILLS AND PROVIDES A RICH SOIL FOR FIELDS.



CONSTRUCTION

The Anew School will operate on a budget set by the continued fundraising efforts of the Anew Foundation, thus making for a tight construction budget. Local materials, local building components, and local labor will be utilized whenever possible, helping to reduce costs. In addition, the following are a few ideas on how to keep the construction costs relatively low:

Local Laterite Construction

The soils in the mountain areas are Regosolic Groundwater Laterites with Laterite-Orchrosol Intergrades and Forest Orchrosols; shale, sandstone, weathered sandstone, phyllite, and quartzite are prominent ingredients in the soil. This lateritic soil is a great resource for creating structurally-sound foundations and bricks. In many instances, laterite bricks require less mortar and, therefore, offer a budgetary-friendly use for a building composed of mostly brick. The laterite's reddish color can also reduce construction costs in paint.

Wattle and Daub Construction

Wattle and daub is a composite building material made from woven wooden strips (wattle) and a sticky soil material that is combined with straw. This technique is a low-cost and highly sustainable method of constructing walls in regions that have these materials available. This is a very cultural method of construction and has been used by the Ashanti people of Ghana for centuries.

BELOW: CONSTRUCTION WORKERS ON THE
BUTARO HOSPITAL, RWANDA.
CREDIT: MASS DESIGN GROUP.



Thatched Roofs

The local communities in Ghana have strayed away from thatched roofs in recent decades and have made an attempt to build with contemporary roofing materials like metals. Many of the metal roofing materials that are being used include corrugated sheet metal, and the construction techniques still remain very crude. The cultural technique of thatching roofs is still prevalent and many affluent people in developing countries believe that this low-cost, ecologically friendly method is more desirable than other contemporary methods. Thatching is the craft of building a roof from dry vegetation, like straw, by layering the vegetation so that it sheds water from the inner roof. At the proper roof pitch, thatching can be an effective means of shedding precipitation, and it is also a natural insulator.

Local Labor versus Construction Crews

Utilizing local labor will ultimately save in construction costs. Local villagers have already expressed interest in helping to build the Anew School and their traditional construction skills and craftsmanship can be very cost effective. In addition, the local Ghanaian economy will benefit from using local labor over subcontracting out heavy machinery and construction crews from other regions.

AT TOP: CONTEMPORARY
WATTLE AND DAUB
CONSTRUCTION IN AFRICA
AT BOTTOM: THATCHED ROOF
CONSTRUCTION IN HOT,
TROPICAL ENVIRONMENTS



SCHOOL MADE FROM LATERITE
BRICK IN BURKINA FASO.
CREDIT: KERE ARCHITECTURE.



The Anew School Campus Facility Program Cost Analysis					
ID No.	Space/ Activity	Space Sub-Total	No. of Spaces	SF Required	Cost @ \$50/sf
1.0 Education					
1.1	Classrooms	800	5	4000	\$200,000.00
1.2	Library/Lounge	2250	1	2250	\$112,500.00
1.3	Study Rooms	160	4	640	\$32,000.00
	Subtotal			6890	
	TARE at 15%			1033.5	
	TOTAL SF			7923.5	\$396,175.00
2.0 Administration					
2.1	Headmaster Office	200	1	200	\$10,000.00
2.2	Small Offices	100	3	300	\$15,000.00
2.3	Nurse's Office	400	1	400	\$20,000.00
2.4	Reception	300	1	300	\$15,000.00
2.5	Unisex Restroom	50	1	50	\$2,500.00
	Subtotal			1250	
	TARE at 15%			187.5	
	TOTAL SF			1437.5	\$71,875.00
3.0 Common Area					
3.1	Assembly /Dining	2000	1	2000	\$100,000.00
3.2	Stage	300	1	300	\$15,000.00
3.3	Kitchen	1000	1	1000	\$50,000.00
	Restrooms	200	1	200	\$10,000.00
	Subtotal			3300	
	TARE at 20%			660	
	TOTAL SF			3960	\$198,000.00
4.0 Residences					
4.1	Student Bedrooms	150	30	4500	\$225,000.00
4.2	Lounge	250	6	1500	\$75,000.00
	Student Restrooms	200	6	1200	\$60,000.00
4.3	Laundry	200	1	200	\$10,000.00
4.4	Staff Bedrooms	150	10	1500	\$75,000.00
4.5	Staff Lounge	175	1	175	\$8,750.00
	Staff Restrooms	200	1	200	\$10,000.00
	Subtotal			9075	
	TARE at 15%			1361.25	
	TOTAL SF			10436.25	\$521,812.50
Total Facilities SF				23757.25	\$1,187,862.50

ABOVE: A CHART ILLUSTRATING THE INDIVIDUAL ROUGH COST OF CONSTRUCTION FOR THE ITEMIZED PROGRAM COMPONENTS FOR AROUND 80 STUDENTS.

COST ANALYSIS

At this point in the design and construction process, it is common to take rough space requirements and apply a cost per square foot. Costs are heavily influenced by economic conditions at the time of construction and therefore these numbers are only estimates based on our research. The following components are estimated below in US Dollars:

A. New Construction Cost:

23,757.25sf @ \$50/sf - \$1,187,862.50

B. Site Development (@10% of A):

\$118,786.25

C. Architect/Engineer Fees (@ 7% of A+B):

\$91,465.41

D. Furniture and Equipment (@7% of A):

\$83,150.38

E. Permits: Total = \$7,554.00

Building Permit - \$1,909.00

Planning Scheme - \$170.00

Arch & Engineering Design - \$3,600.00

Public Health Authority - \$170.00

Fire Protection - \$170.00

Construction Inspection - \$1,025.00

Water and Sewage Study - \$170.00

Telephone Study - \$340.00

F. Electric Grid Connection (if available):

\$15,000.00

G. Water Well:

\$5,000.00

H. Solar System

\$6,000.00 / per kW

I. Wind Turbine

\$2,500.00/per kW; requires 11mph ave. wind

J. Rainwater Tank

\$300.00 per 10,000L

K. Contingency (@10% of A+B)

\$118,786.25

Total Project Cost (A+B+C+D+E+K):

\$1,607,604.60

If the future expansion of this facility were to grow larger in population size served, then we would see an exponential growth of service spaces need to house, feed, and educate these students. There are ways to architecturally design the facility in order to save money on construction, but the rough "New Construction" estimate for the school is as follows:

If the Anew School Services 100 students:

28,257 sf @ \$50/sf - **\$1,412,850.00**

Other Project Costs (x1.35)

***TOTAL PROJECT COST = \$1,907,347.00**

If the Anew School Services 200 students:

47,000 sf @ \$50/sf - **\$2,328,475.00**

Other Project Costs (x1.35)

***TOTAL PROJECT COST = \$3,143,441.00**

If the Anew School Services 400 students:

94,000 sf @ \$50/sf - **\$4,656,950.00**

Other Project Costs (x1.35)

***TOTAL PROJECT COST = \$6,286,882.00**

If the Anew School Services 800 students:

188,000 sf @ \$50/sf - **\$9,313,900.00**

Other Project Costs (x1.35)

***TOTAL PROJECT COST = \$12,573,765.00**

*Note that as the construction budget grows the engineering, architecture, furniture, permits, and utility budgets will also increase. It would be safe to assume that an inflation of 135% (or a multiple of 1.35) would cover added expenses for the budget.

The cost of the facility, based on an initial assessment of the program square footage, is calculated at \$50 per square foot. This calculation includes a rough estimate of labor costs. Other costs could include: soils tests, surveys, taxes, equipment, etc.

Community Innovation Campus Bedford Stuyvesant Brooklyn

Concept Design October 20, 2014



TFOA-Professional Preparatory Charter School

ten to one

1718 8th avenue brooklyn ny 11215 www.tenonearch.com
t / 347.446.8432 e / gjones@tenonearch.com



616 Quincy Street, 3rd Floor
Brooklyn, NY 11221
718-285-3787
www.tfoaprofessionalprep.org

Mission

We are dedicated to preparing our students to become the future professionals (lawyers, doctors, scientists, entrepreneurs, etc.) who will lead our global society in the 21st Century.

Vision

We will provide a fun, 'college-successful', community-centered, culturally rich and relevant preparatory school experience to our students, where they will be nurtured, challenged and cultivated into highly intelligent, creative and critically thinking young leaders.

FR: Rafiq R. Kalam Id-Din II, Esq., Founder & Managing Partner
RE: Updated Proposed Community Innovation Campus (CIC) Project
DATE: May 27, 2015

This memo is a follow up to the initial December 2013, and subsequently revised March 2014 and January 2015 brief proposal and description of the Community Innovation Campus (CIC) Project proposed for Bedford Stuyvesant, Brooklyn (CSD 3). In addition to a summary of the major programmatic elements of the campus, below you will find an initial presentation of the projected space allocation among of the major program elements. While we have some initial drawings to support this initial visualization of the project, we anticipate having a more robust presentation ready once we have secured site control and pre-development funding.

Summary Description:

Inspired by the Teachers Village project in Newark, NJ, as well as similar projects underway in Harlem, South Bronx, Chicago and Baltimore, we are seeking to build the first **Bedford Stuyvesant Community Innovation Campus (the "CIC" or "Community Campus")**. The CIC will be a mixed-used development (built with a majority of labor directly from the Central Brooklyn community, with at least 50% of construction jobs going to Bedford Stuyvesant and Central Brooklyn residents), encapsulating an innovative and holistic community vitalization strategy, one that will draw in much needed resources (jobs, affordable housing, 21st century schools, etc.), into our community, while also providing our community with an opportunity to maximize and catalyze existing assets (cultural capital, thought leadership, underutilized real estate, etc.).

Proposed Site: Kosciusko Pool, Bedford Stuyvesant, Brooklyn ("K-Pool")

The K-Pool is currently an outdoor pool that occupies approximately $\frac{3}{4}$ of a city block in Bedford Stuyvesant. There is currently no green space on this site, and it is in use as a public pool for only 6-weeks of the year (it otherwise sits un-used for the remaining 46-weeks of the year). The proposed CIC would dramatically increase the usefulness and value-added nature of this land to the Bedford Stuyvesant-Central Brooklyn community. The proposed site is currently owned and controlled by NYC Parks Department (see attached preliminary zoning analysis). Site control has been identified as an early challenge to developing the project at this site as it may implicate either (or both) the ULURP and/or Alienation processes. Initial outreach has been made to Deputy Mayor Buey's office (Michael Ognibene and Mike Nolan), Deputy Mayor Glen's office (Elaine Braithwaite), as well as EDC President Kyle Kimball. Councilman Robert Cornegy, Public Advocate Letitia James, Assemblyman Walter Mosley, Assemblywoman Annette Robinson, Congressman Hakeem Jeffries, Colvin Grannum (President of Restoration) and Emilio Dorcelly (President of Bridge Street) have all been strong and vocal advocates for the project.

Chief Community Stakeholder Supporters:

- Councilman Robert Cornegy, Jr.
- NYC Public Advocate Letitia James
- Congressman Hakeem Jeffries
- Assemblywoman Annette Robinson
- Assemblyman Walter Mosley
- Colvin Grannum, President-Bedford Stuyvesant Restoration Corp
- Emilio Dorcelly, President & CEO-Bridge Street Development Corp

Major Program Elements:

- State of the art community & boarding school facilities (with faculty and student housing)
- Co-working entrepreneur and nonprofit office space (wrap-around services)
- Mixed-income & workforce housing
- Retail & Makers-Market space
- Community Activity, Aquatic and Cultural Center
- Multi-level green spaces

Please see the next page for a detailed description of each major program element:



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Vision

We will provide a fun, 'college-successful', community-centered, culturally rich and relevant preparatory school experience to our students, where they will be nurtured, challenged and cultivated into highly intelligent, creative and critically thinking young leaders.

Major Program Elements:

State of the art community & boarding school facilities: green, energy efficient and tech-integrated infrastructure for our K-12 innovative, teacher-led holistic community schools that includes a high-school boarding school component. Elementary, middle and high school focused on STEM, Social Entrepreneurship and Future Economy-aligned opportunities, serving children from the surrounding Bedford Stuyvesant and Central Brooklyn communities (preference for low-income students).

School Type: Community Schools (TFOA charter schools)

Number of Schools co-located on the campus: 1 (K-12)

Number of Students served on campus: 1,200; **Total Square Footage:** 160,000 sqft

Co-working Space: co-working flex office space for a range of orgs and people, from tech entrepreneurs to wrap-around services operated by nonprofits to serve the children and families of the schools (including academic, sports and culture afterschool programs, comprehensive wellness clinic, social, economic and legal service organizations, etc.).

Nonprofit Types: Employment & Career; Financial; Legal; Culture & Arts; and Health and Wellness

Innovation Hub: Smart Community Entrepreneur Co-Work Space and Wi-Fi Hub

Number of People Served: approx. 75,000/year; **Total Square Footage:** 40,000 sqft

Mixed-income, workforce housing: as a charter school organization that requires our staff to live in the community we serve, a percentage of these apartments would serve as "faculty residence", providing housing for the spectrum of our community school staff members (teachers, operations personnel, etc.). Some space will also be dedicated to single-sex dormitory space for our high school boys and girls academies. A percentage of the housing would also be set aside for employees of the campus, nonprofit and small business organizations who have offices/storefronts on the campus and serve the schools' students, families and members of the surrounding community.

Housing Type: low, middle and moderate income work-force housing

Approximate Number of housing units: 114 (upwards of 228 with variance)

Total Square Footage: 119,000 sqft

4) **Retail & Makers-Market space:** ample, ground-level retail and makers market space providing three-fold opportunities—1) new micro-business opportunities for local entrepreneurs; 2) access to concentrated income earners, increasing the profitability of established local businesses; and 3) commiserate upgrade of available retail services for the surrounding community (organic grocery store, coffee shops, community wi-fi hub, etc.).

Total Square Footage: 48,000 sqft

5) **Community Activity, Aquatic and Cultural Center:** the campus will include state of the art recreational facilities (indoor pool, hard court, green field, basketball, etc.), children's theater, elevated park, etc., available not only for a range of out of school time programs, but also accessible to the public, adding to the number and quality of safe spaces for youth from the surrounding community.

Number of People Served: approx. 100,000/year

Total Square Footage: 158,000 sqft

6) **Multi-level Green space:** several green spaces and public parks flowing throughout the campus, via both elevated (High Line-like), and ground level access points.

Number of People Served: approx. 125,000/year

Total Square Footage: 82,000 sqft

Please let me know if you have any questions, and I look forward to working with you to move this project forward for our community.

Brother Rafiq
Founder & Managing Partner

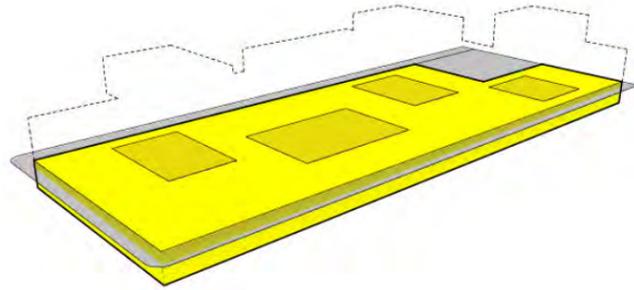




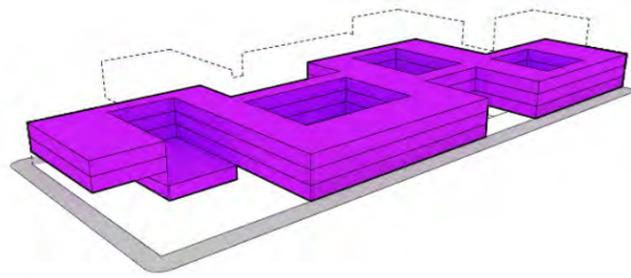




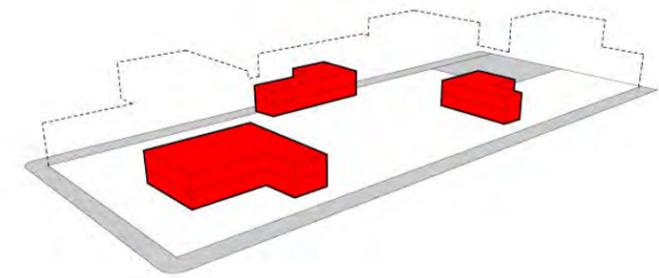
PROGRAMMING



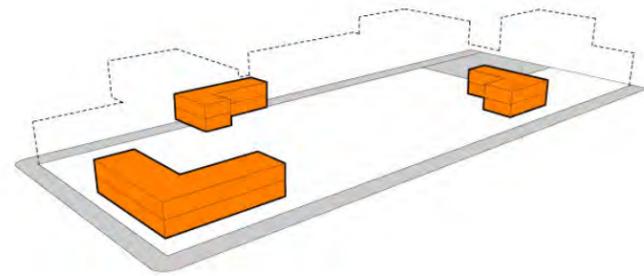
Community Center



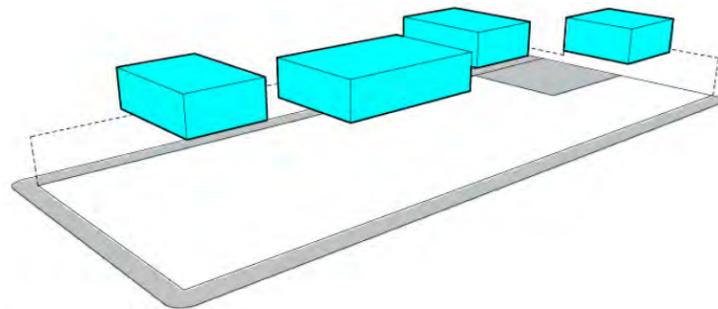
School



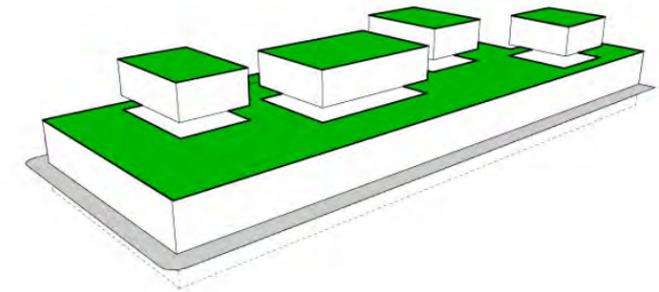
Retail



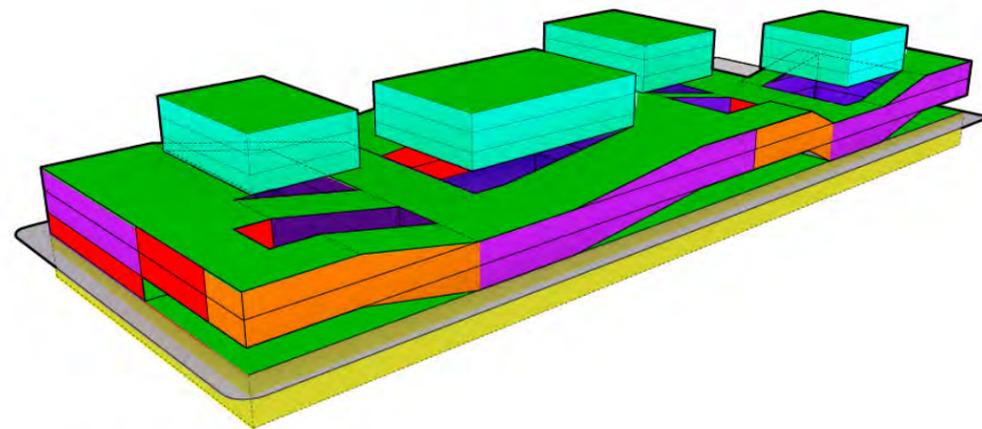
Office Space



Housing



Parks



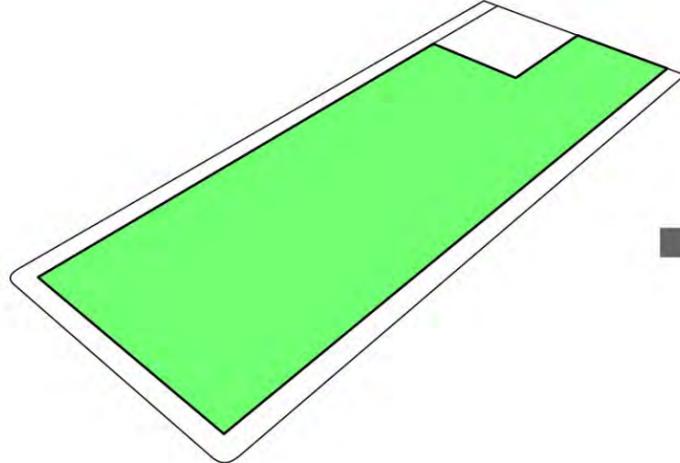
Reshaped Development

- Community Center
- Schools
- Retail
- Offices
- Public Greenspace
- Semi-Private Greenspace
- Housing

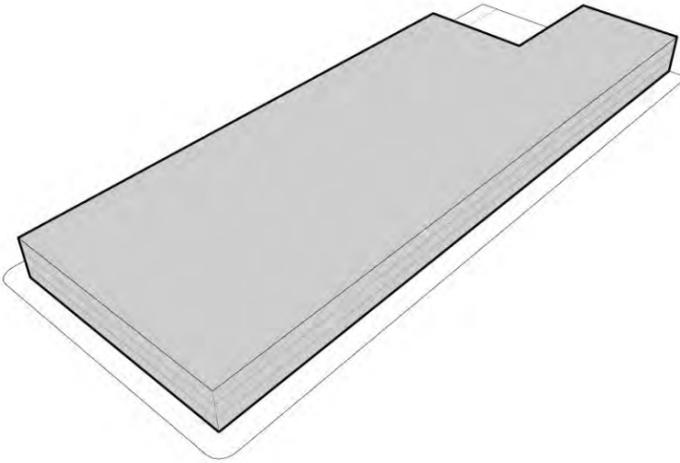
ten to one

1718 8th avenue brooklyn ny 11215 www.tenonearch.com
t / 347.446.8432 e / gjones@tenonearch.com

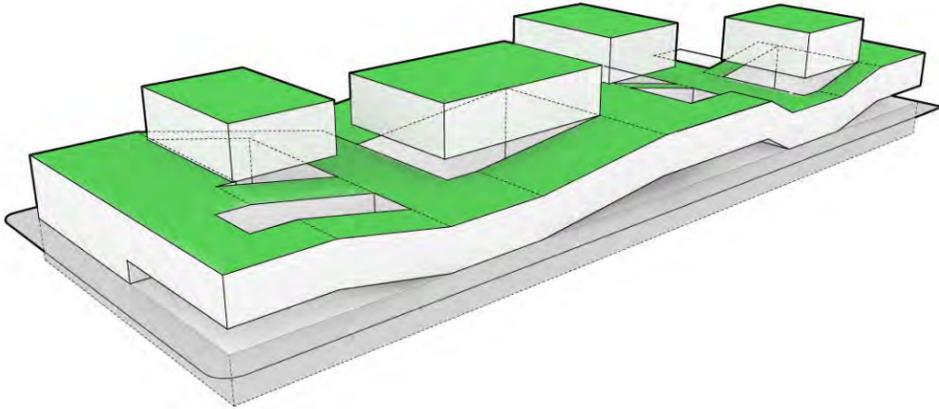
100% PARK SPACE

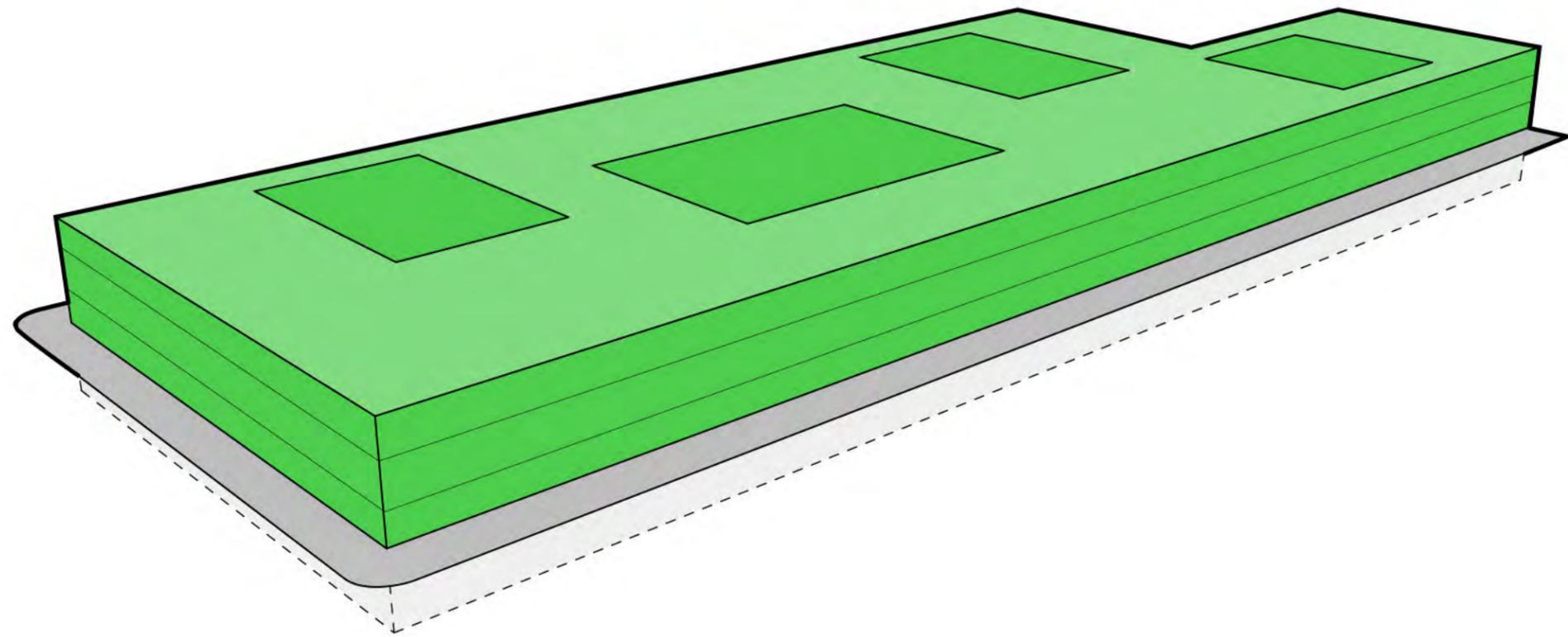


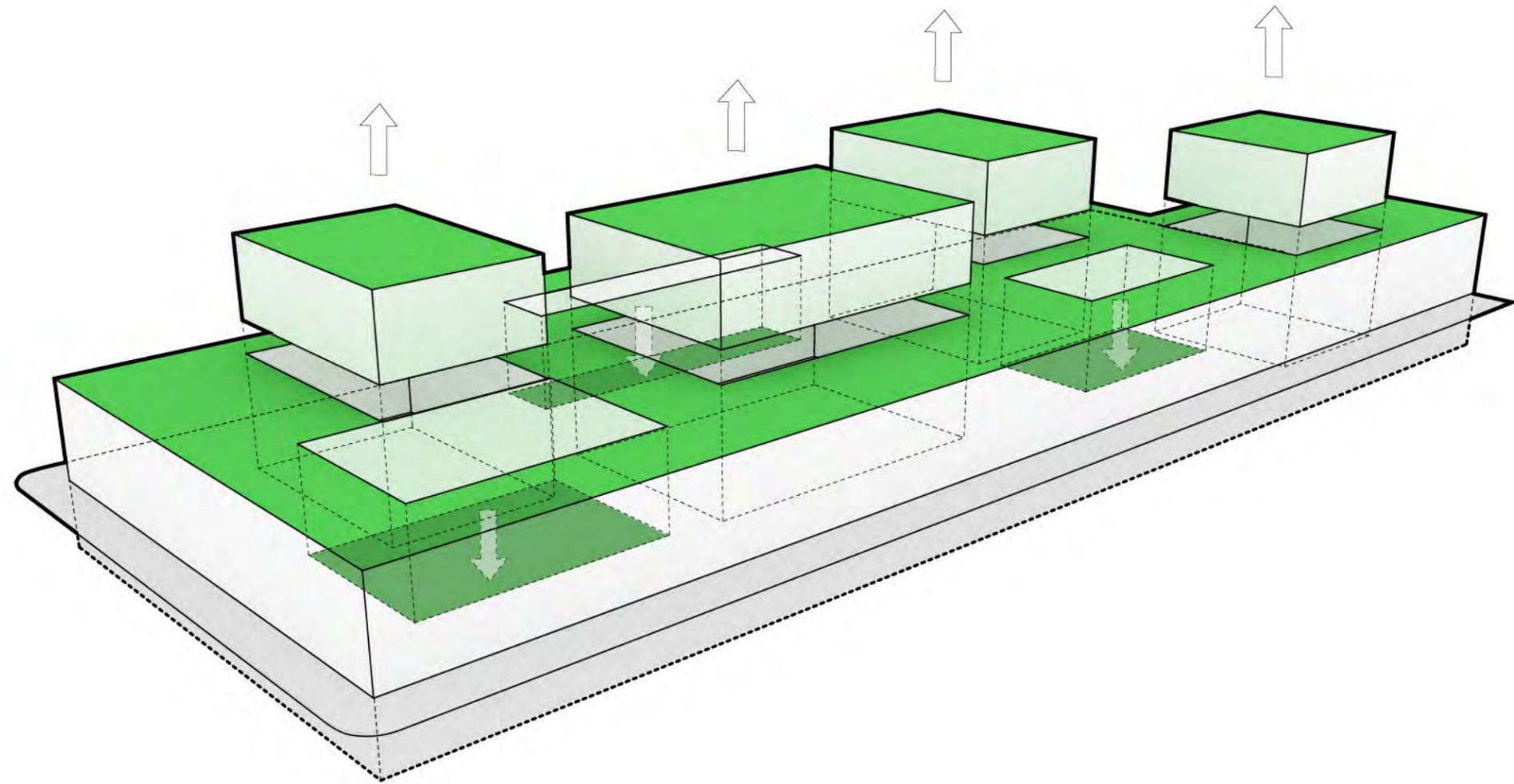
TYPICAL 100% MIXED- USE DEVELOPMENT



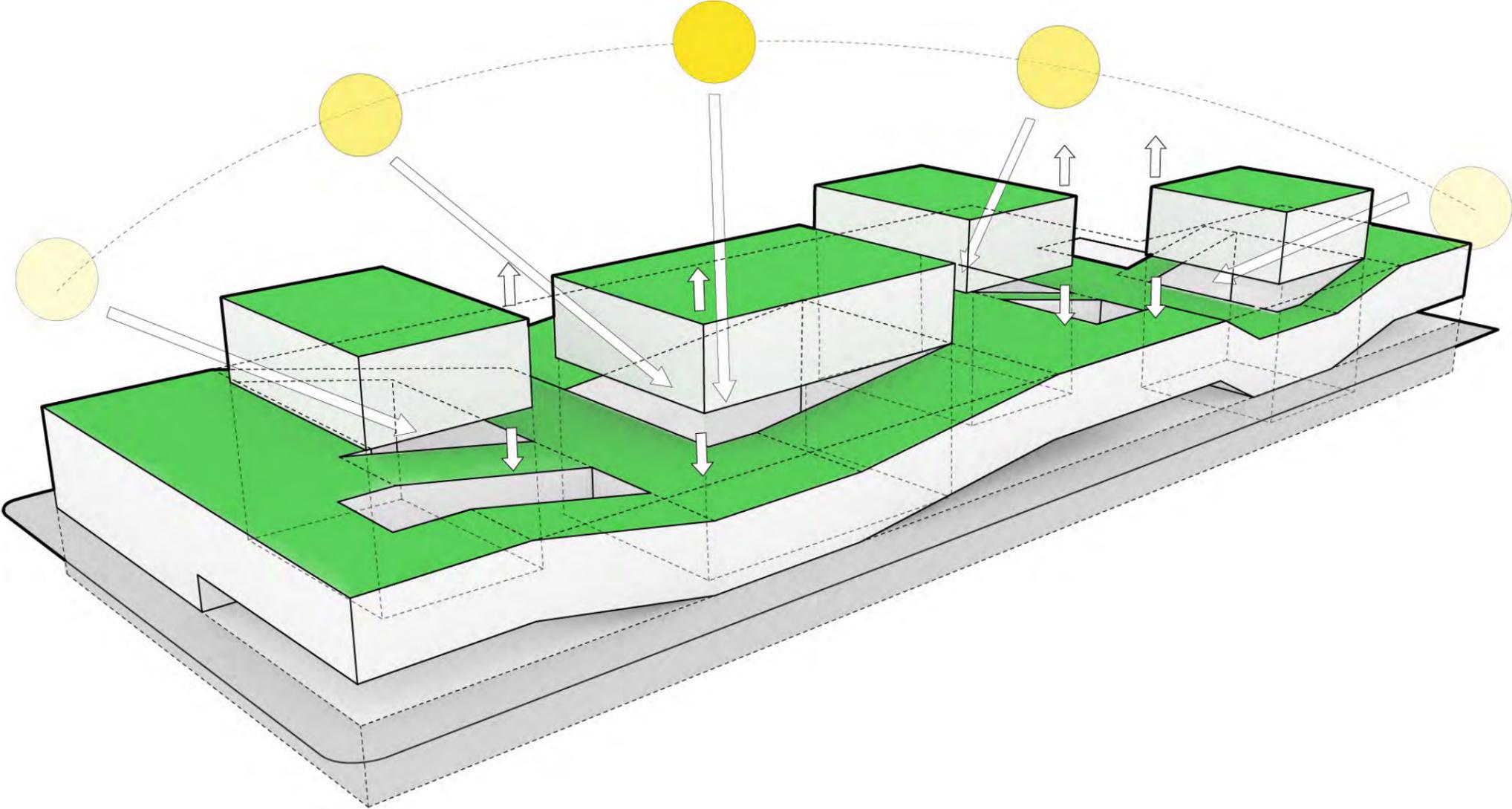
COMMUNITY INNOVATION CAMPUS



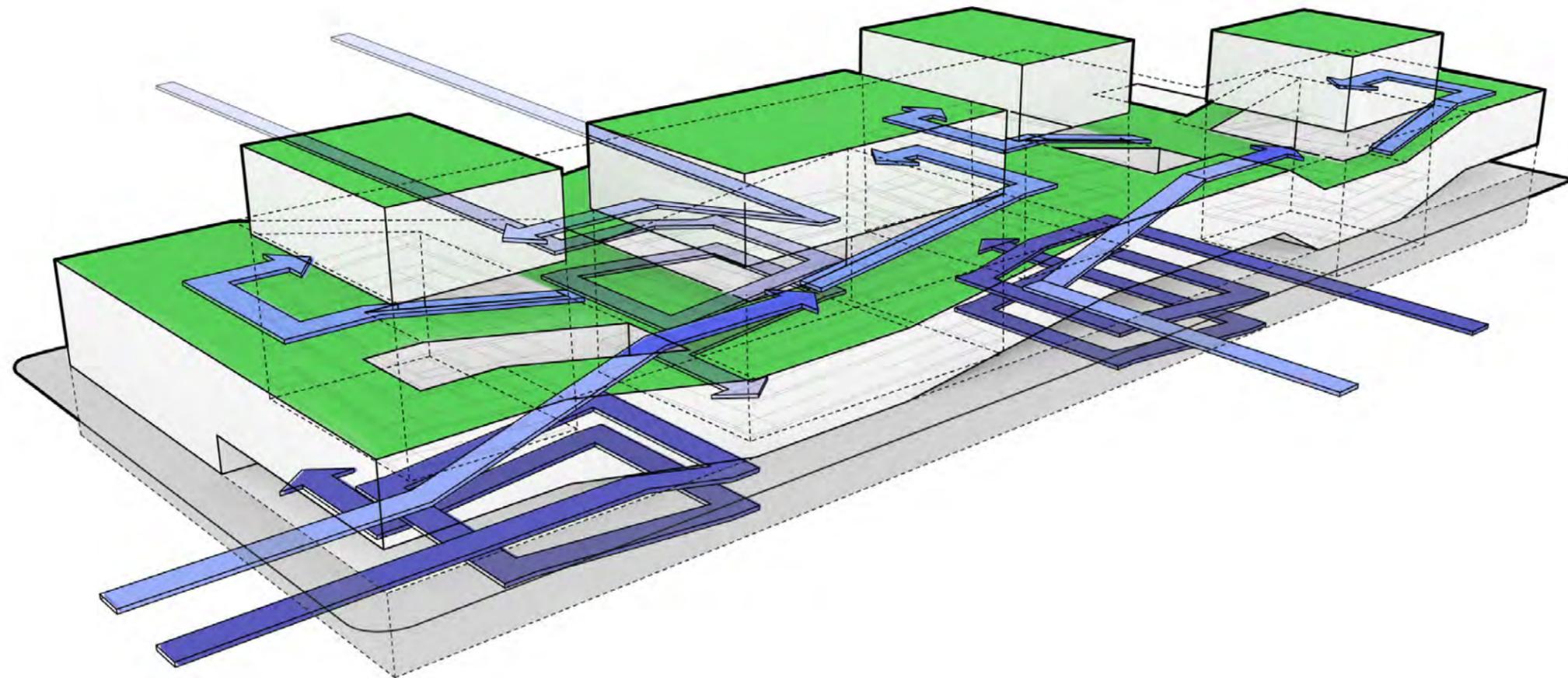




SUN STUDY



PUBLIC ACCESS

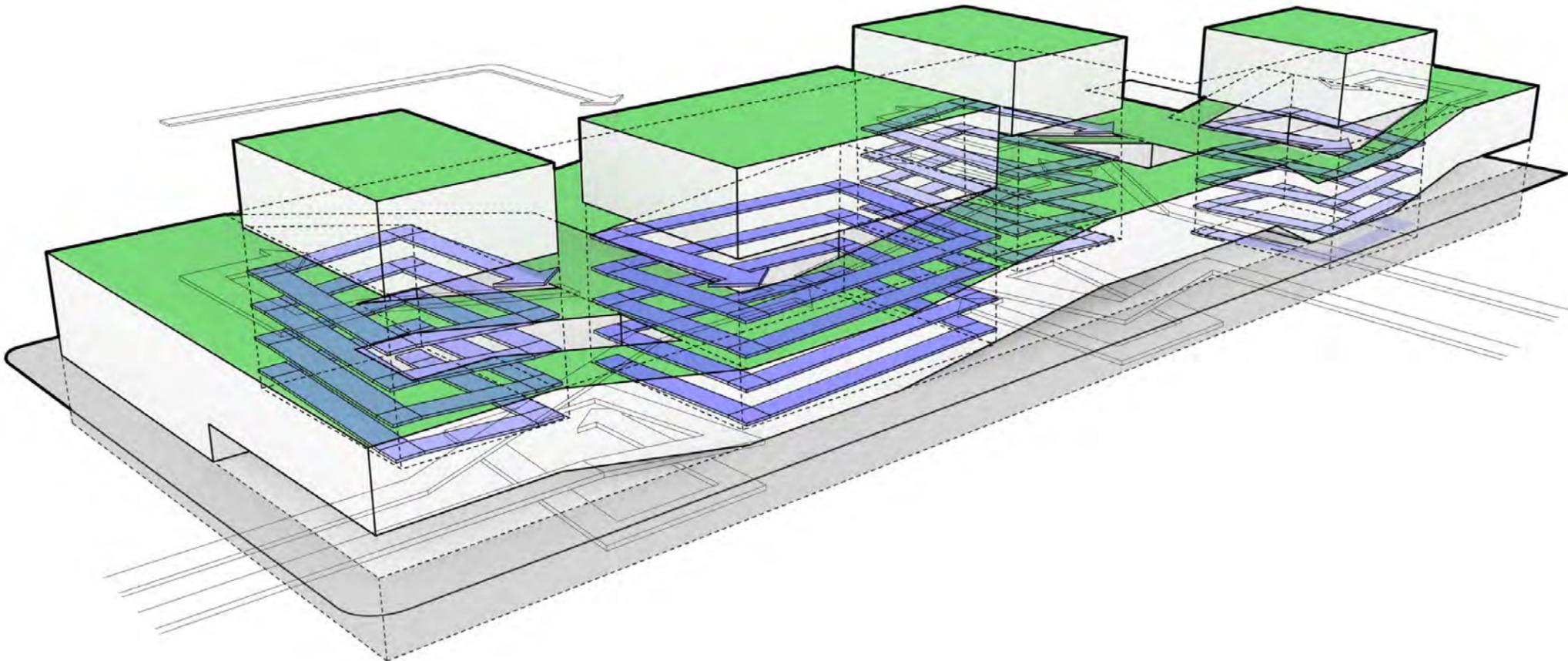


-  School/ Community Center/ Office Access
-  Park Access
-  Residential Access

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INTERNAL CIRCULATION



PRECEDENTS



PRECEDENTS



PRECEDENTS



PRECEDENTS



PRECEDENTS



PRECEDENTS



Community School and Innovation Campus: Floor Area and Budget Analysis

Floor	Program Use	Exterior Recreation Area			School Facilities (See also Community Rec. and Exterior Recreation Areas)					Mixed Income Housing									Retail Space	Community Recreation and OST Facilities (Interior only)	Nonprofit Office Space / Education - Entrepreneur Incubator	Approx. Total Interior Gross Floor Area (Including Cellar, Mechanical, Structural)	Approx. Total Gross Area (Interior and Exterior)	
		Exterior Recreation Area (Semi-Public)	Exterior Recreation Area (Public)	Approx. Total Gross Exterior Recreation Area	Elementary School 1	Elementary School 2	Middle School 1	Middle School 2	Approx. Total Net	Studio (400-600 s.f. each unit)	Unit Counts	1 Bedroom (Approx. 600-750 s.f. each unit)	Unit Counts	2 Bedroom (Approx. 750-1050 s.f. each unit)	Unit Counts	3 Bedroom (Approx. 1,200-1,350 s.f. each unit)	Unit Counts	Approx. Total Net	Total Unit Counts					
Sub Cellar 1		5,000		5,000																95,000		95,000	100,000	
Cellar					8,000	8,000	8,000	8,000	32,000											63,000		95,000	95,000	
1 (Ground)		10,000	10,000	20,000	16,000	16,000			32,000									3,000		40,000		75,000	95,000	
2					16,000	16,000	16,000	16,000	64,000									3,000		8,000		75,000	75,000	
3			25,000	25,000			16,000	16,000	32,000									3,000			15,000	50,000	75,000	
4		20,000		20,000														5,000			25,000	30,000	50,000	
5										7,500	13	3,750	5	15,000	14	3,750	3	30,000				30,000	30,000	
6										7,500	13	3,750	5	15,000	14	3,750	3	30,000				30,000	30,000	
7		3,000		3,000						2,500	4	2,500	3	17,500	17	2,500	2	25,000				25,000	28,000	
8		3,000		3,000										17,500	17	2,500	2	20,000				20,000	23,000	
Roof / Bulkhead		6,000		6,000																		0	6,000	
Totals		47,000	35,000	82,000	40,000	40,000	40,000	40,000	160,000	17,500	29	10,000	13	65,000	62	12,500	9	119,000	114	48,000	158,000	40,000	525,000	607,000
	Approx. Construction Costs*			\$4,100,000					\$48,000,000									\$35,700,000		\$14,400,000	\$47,400,000	\$12,000,000	\$157,500,000	\$161,600,000

*= Interior Area Estimated at \$300 Per Square Foot / Exterior Area Estimated at \$50 Per Square Foot