



## TRANSMITTAL FORM

School Information	
Charter School Name:	East Harlem Scholars Academy Charter School
Education Corp. Name:	East Harlem Scholars Academy Charter School
School District (or NYC CSD) of Location:	CSD 4
Other districts from which the school is likely to draw students:	
Days of Instruction	190

Proposed Grades and Enrollment			Affiliations (if any)	
School Year	Grades Served	Total Enrollment		
2016-17	K-6	384	Charter Management Company ("CMO"):	
2017-18	K-7	440		
2018-19	K-8	496	Partner Organization:	
2019-20	K-8	496	East Harlem Tutorial Program	
2020-21	K-8	496		

Contact Information				
Primary School Contact Name:		Cheyenne Batista Sao Roque		
Title:		Founding Principal, Managing Director, East Harlem Academies		
Mailing Address:		1573 Madison Avenue, New York, NY 10029		
Primary Phone #:	(212)348-2518	Secondary Phone #:		Email:
Primary CMO Contact Name:				
Primary Phone #:		Secondary Phone #:		Email:
Primary Partner Organization Contact Name:		Jeff Ginsburg, Executive Director		
Primary Phone #:		Secondary Phone #:		Email:

Education Corporation Board Chair Signature			
<p><i>Authenticated Digital Signatures accepted. If a handwritten signature is used, the Institute must receive the transmittal form, bearing an original signature, postmarked no later than August 17, 2015. I hereby certify that the information submitted in this Application for Charter Renewal is true to the best of my knowledge and belief; that the education corporation's board of trustees has reviewed this application; and, that if awarded a renewal charter, the school shall operate in a manner consistent with the description outlined in the Application for Charter Renewal.</i></p>			<p>Submit Completed Application to:</p> <p>SUNY Charter Schools Institute 41 State St., Suite 700 Albany, New York 12207</p>
Signature:			<p>Phone: (518) 445-4250 Fax: (518) 427-6510 Email: charters@suny.edu</p>
OFFICIAL USE ONLY:	Received By:	Date:	

August 27, 2015

To Whom It May Concern:

Please use the enclosed Transmittal Form for East Harlem Scholars Academy's Charter School renewal application to replace the Transmittal Form previously sent that is signed and dated on 8/26/15.

If you have any questions, please contact Kerri Soucy or Lauren Goldstein at [REDACTED]

Thank you.



## RENEWAL APPLICATION CHECKLIST

A		B			C			D		E	
Response	Are you incorporating by reference?		This response applies to:			Does the incorporated material require any revisions?			Specific exhibit or document being incorporated by reference	Year of Source File	
	Yes	No	All Schools	Renewal School	N/A	Yes	No	N/A			
	Place an "X" in the appropriate column to indicate whether this response incorporates any documents by reference.		Place an "X" in the appropriate column to indicate whether this response applies to all schools in the education corporation, or only the renewal school.			Place an "X" in the appropriate column to indicate whether the incorporated material requires any revisions. If yes, include revisions in application Response.			Provide the name, title, filename, etc. of materials that you are incorporating. If you are referencing a subsection of a document, please identify the section as specifically as possible.	List the most recent year material was approved or updated.	
Sample Response	x		x			x			Merger Agreement Exhibit 1, Sample Charter School Education Corporation	2014	
A Transmittal Form	All applications must include this Response.									Transmittal Form_East Harlem Scholars Academy Charter School	2015
B Application Checklist	All applications must include this Response.									App Checklist_East Harlem Scholars Academy Charter School	2015
C(1) Executive Summary	All applications must include this Response.									Executive Summary_East Harlem Scholars Academy Charter School	2015
C(2) Statistical Overview	All applications must include this Response.									Will be submitted at a later date as per conversation with Natasha Howard 8.31.15	
D(1)a Accountability Plan Progress Report	All applications must include this Response.									2014-15 APPR Not Yet Available, Will be submitted on 9/15/15 as reques	2015
D(1)b Annual Reports	X			X			X		East Harlem Scholars Academy Charter School 2011-12 Annual Report, 2012-13 Annual report, 2013-14 Annual Report and 2014-15 Annual Report (exclusive of 2014-15 APPR).	2012-2015	
D(2)a Parent Satisfaction	All applications must include this Response.									Satisfaction_East Harlem Scholars Academy Charter School	2012
D(2)b Contact Information	All applications must include this Response.									Contact Info_East Harlem Scholars Academy Charter School	2015
D(2)c Policies and Procedures											
1 Parent/Student Handbook		X		X				X	Handbook_East Harlem Scholars Academy Charter School	2105	
2 Admissions/Enrollment Policy		X		X				X	Admissions-Enrollment Policy_East Harlem Scholars Academy Charter School	2015	
3 Student Discipline Policy	X			X			X		Handbook_East Harlem Scholars Academy Charter School, pp. 25-32	2015	
4 Dress Code	X			X			X		Handbook_East Harlem Scholars Academy Charter School, pp. 12-13	2015	
5 Student Retention/Promotion Policy	X			X			X		Handbook_East Harlem Scholars Academy Charter School, p. 20	2015	
6 Complaint Policy	X			X			X		Handbook_East Harlem Scholars Academy Charter School, pp. 37-38	2015	
7 Health Services Policy	X			X			X		Handbook_East Harlem Scholars Academy Charter School, pp. 14-16	2015	
8 Personnel Policies		X		X				X	Employee Handbook_East Harlem Academy Charter School	2015	
9 Collective Bargaining Agreement(s)		X			X			X	Not Applicable for East Harlem Scholars Academy Charter School		
10 FERPA Policies, annual notices and sample waiver form	X			X			X		Handbook_East Harlem Scholars Academy Charter School, pp. 34-35	2015	
11 Section 504 Policies				X				X	Section 504_East Harlem Scholars Academy Charter School	2012	
12 FOIL Notice	X			X			X		Handbook_East Harlem Scholars Academy Charter School, p. 36	2015	
D(2)d Assurances		X		X				X	Assurances_East Harlem Scholars Academy Charter School	2015	
D(3)a Financial Statement	All applications must include this Response.									Not Yet Available. FY15 Audited Financial Statements will be forwarded no later than 10/31/15.	
D(3)b Fiscal Policies and Procedures		X		X				X	Fiscal Policies_East Harlem Scholars Academy Charter School-Part 1 <b>AND</b> Fiscal Policies_East Harlem Scholars Academy Charter School-Part 2	2015	
D(3)c Miscellaneous Financial Documents		X			X			X	NOT APPLICABLE		
D(4)a Educational Program		X		X				X	Educational Program_East Harlem Scholars Academy Charter School	2015	

D(4)b	Governance Structure	X			X		X		2012 East Harlem Scholars Academy Charter School II Charter Application <i>Response 15(a-c) Governance</i> <b>AND</b> Governance_East Harlem Scholars Academy Charter School	2012 and 2015
D(4)c	Fiscal Plan	All applications must include this Response.							Fiscal Plan_East Harlem Academy Charter School	2015
D(4)d	Facility Plan	All applications must include this Response.							Facility Plan_East Harlem Scholars Academy Charter School	2015
E	Supplemental Information		X			X		X	NOT APPLICABLE	



Exhibit	Are you incorporating by reference?		This exhibit applies to:			Does the incorporated material require any revisions?			Specific exhibit or document being incorporated by reference	Year of Source File
	Yes	No	All Schools	Renewal School	N/A	Yes	No	N/A		
A	Mission Statement	X		X			X		2012 East Harlem Scholars Academy Charter School II Charter Application <i>Response 02(a-d) Meeting the Need</i>	2012
B	Key Design Elements		X					X	KDE_East Harlem Scholars Academy Charter School	2015
C	Enrollment Chart		All applications must include this Exhibit.						Enrollment_East Harlem Scholars Academy Charter School	2015
D	School Calendar and Daily Schedule		X					X	Calendar and Schedule_East Harlem Scholars Academy Charter School	2015
E	Staffing Plan		X					X	Staffing Plan_East Harlem Scholars Academy Charter School	2015
F	Accountability Plan		X					X	Accountability Plan_East Harlem Scholars Academy Charter School	2015
G	Enrollment & Retention Plan		All applications must include this Exhibit.						Enrollment and Retention Plan_East Harlem Scholars Academy Charter School	2015
H	By-Laws		X					X	By-Laws_East Harlem Scholars Academy Charter School	2014
I	Code of Ethics	X		X			X		2012 East Harlem Scholars Academy Charter School II Charter Application <i>Response 15(e)-Code of Ethics</i>	2012
J	Management Company Contract		X		X			X	NA--EHTP is a Partner Organization not a CMO or ESP.	
K	Budget Projection		All applications must include this Exhibit.						Budget Projection_East Harlem Scholars Academy Charter School (Renewal School) AND Budget Projection_East Harlem Scholars Academy Charter School Education Corporation	2015

## **Executive Summary**

In 2011, East Harlem Academy Charter School (East Harlem Scholars) was authorized by the State University of New York Board of Trustees (SUNY) as a K-5 charter school located in CSD 4 in East Harlem. Four years later, we have created a successful, vibrant, student-centered and academically rigorous learning community with 336<sup>1</sup> Grade K-5 students. Families actively seek the best educational opportunity for their children, and we have established ourselves as just that opportunity for East Harlem parents. This past winter, families of 569 prospective Kindergartners submitted applications to East Harlem Scholars in the hopes that their child would receive one of the 56 coveted Grade K slots available in the fall. Families of another 623 children in Grades 1-5 also submitted applications for the very few seats that would be available in each of those grades. As East Harlem Scholars enters the final year of its first charter term, the Board of Trustees of the East Harlem Scholars Academy Charter School education corporation respectfully seeks a five-year charter renewal from SUNY as well as approval to expand our educational program to serve the middle school grades, 6<sup>th</sup> through 8<sup>th</sup>, in recognition of the thriving and highly sought after learning community we have created.

Today, five years after the East Harlem Scholars founders laid out its vision for the school in its original charter application submitted to the Charter Schools Institute (the Institute), we are excited to submit our renewal application. This renewal application provides the Institute with comprehensive evidence that will allow the Institute to answer with a resounding *yes* each of the four interconnected questions, which frames its renewal review and guides its renewal recommendation. In our renewal application, we have presented a strong case that the plan we laid out in our original charter, which has been implemented and fine-tuned over the last four years in response to academic and operational performance data, has resulted in an academically successful, organizationally viable, and effective fiscally sound charter school. Our renewal application further demonstrates that our plans to expand from a K-5 to K-8 school during the next charter term have been carefully developed, and we have the requisite capacity to ensure that the school remains academically, organizationally and fiscally sound and legally compliant as it expands to full capacity.

The first part of this Executive Summary (the Retrospective), along with supporting documents contained in the renewal submission, provides quantitative and qualitative evidence to support an affirmative answer to three of the Institute's framing questions that guide renewal: *Is the school an academic success?*, *Is the school an effective, viable organization?* and *Is the education corporation fiscally sound?* It offers detailed information regarding our academic success, our self-reflective and data-driven learning environment; our ability to grow, develop, adapt and improve; the health of our operations and finances the strength and stability of our leadership the soundness of our organizational structure and governance; our record of legal and regulatory compliance; and the commitment of our Partner Organization, East Harlem Tutorial Program (EHTP) which has played a vital role in our success. The last part of this Executive Summary (the Prospective) lays out our proposal for the next charter term which involves our desire to expand our school model to include middle school. We delineate in this Executive Summary, along with the accompanying Exhibits, our planned middle school design, which is a seamless extension of our elementary school and our demonstrated capacity to implement the resulting K-8 community successfully. We are confident that we have developed a middle school model that too will yield an affirmative answer to the Institute's last framing question guiding renewal, *...are [the education corporation's plans for the school] reasonable, feasible and achievable?*

## **Retrospective**

The entirety of East Harlem Scholar's performance against its academic charter goals along with the strength of its academic performance as evidenced by other meaningful performance measures during this period reflects a school that has clearly demonstrated significant progress and overall academic success during its first term. Further underpinning this assertion is the strong foundation that East Harlem Scholars established from its first year and continued to strengthen over time. The strength of East Harlem Scholars' foundation is apparent in (1) its learning environment where academic rigor is valued and supported by data; (2) its culture of self-reflection and accountability; (3) the strategic deployment of instructional capacity, including its co-teaching model, reducing the classroom student-teacher ratio, providing for more

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<sup>1</sup> As of August 28, 2015

differentiation and increasing instructional intensity to meet the needs of all learners; (4) its robust instructional intervention staff and supports to effectively meet the needs of SWD, ELLs and economically disadvantaged (FRL) students (4) the professional learning community it has created within a culture of collaboration; and (5) its commitment to increasing the capacities of instructional staff through an integrated model of professional development, teacher observation and teacher evaluation. Upon this foundation, East Harlem Scholars has been able to continue to grow, develop and strengthen its instructional program to support student progress and achievement. These foundational strengths positioned us well to effectively address the areas of curricular and instructional challenge that the Board and instructional leaders identified each year from its student performance data. It is these foundational strengths will continue to support data-informed modifications to address areas of challenge the school identifies as it continues to mature.

In its *2013-14 School Evaluation Report for East Harlem Scholars* the Institute agreed that East Harlem Scholars possessed these foundational strengths as is evident by the following conclusions they reached:

- *East Harlem Scholars Academy Charter School had consistently strong leadership that emphasized continual improvement of instructional practices through a systematized coaching system and a comprehensive evaluation process in place at the time of the evaluation visit.*
- *At the time of the visit, Scholars Academy had in place an assessment system that improved instructional effectiveness and student learning. The school's curriculum supported teachers in their planning of purposeful and focused lessons.*
- *Scholars Academy invested significant and sufficient resources and personnel to effectively address the educational needs of at-risk students.*
- *At the time of the visit, the Scholars Academy organization effectively supported the delivery of the educational program.*
- *Elements of strong instruction were evident in most classrooms across Scholars Academy, with a notable focus on literacy at the time of the evaluation visit.*

These are fundamentals that must exist in any school if academic success is to be achieved. These fundamentals leveraged by our culture that emphasizes self-reflection and a commitment to continual improvement informed by performance data have supported the demonstrated academic growth and achievement of our students during this first charter term.

Our students' performance on the 2015 NYS ELA and math assessments is evidence of these foundational strengths. There is no question we were disappointed by the results of our first year of NYS assessments in 2014 given the comprehensive review and analysis of our internal student assessment data throughout each year and the strengthening of our instructional program that resulted from student performance data. Therefore, after the release of the 2014 NYS assessment scores, East Harlem's school leadership team and Board Education Committee immediately began reflecting deeply on our practice and engaging in a thoughtful discussion of what our curricular and instructional response must be to improve student performance.

This reflection and willingness to look critically at our practice resulted in a comprehensive plan to add instructional capacity and increase targeted intervention to support student learning and achievement. Among the measures implemented in 2014-15 to increase instructional capacity were the hiring of key intervention specialists, strengthening the instructional capacity of staff through enhanced professional development and the hiring of a Math Coach to work with teachers on math planning, pacing and alignment of curriculum to the CCLS and providing weekly coaching to staff. In addition, we increased opportunities for targeted intervention to gap students. For instance we created and ran a 10-week Saturday Academy where students, based on their academic needs in ELA and math, received small group instruction during the 3 ½ hour morning program, providing explicit test preparation for our students including building their stamina and time management skills and ultimately familiarity and confidence around such test taking. In addition, based on internal and external assessment data, students in Grades 3 and 4 were identified and placed in achievement-based cohorts. Depending on the needs of the cohorts, each group received strategic interventions guided by various forms of achievement data. The results of the 2014 NYA assessments pointed to the need for more explicit teaching and learning related to specific question types. Core Work Academic Blocks were adding to the 3<sup>rd</sup> and 4<sup>th</sup> grade daily schedule. The academic blocks provide 30 minutes of additional instruction focused on reviewing test taking strategies and spiraling standards that have not yet been mastered evidenced by Interim Assessments in math and ELA. As teachers track student

progress towards each standard they are able to re-teach as needed. Our thoughtful response and the strategic modifications we made to improve our instructional program had a direct positive impact on the achievement and growth our students experienced this year, as evidenced by our 2014-15 NYS assessment scores.

The following tables illustrate the significant improvement of our students on the NYS ELA and math assessments in just two years of test administration.

**Table 1:** East Harlem Scholars Percent Proficiency on 2014 and 2015 NYS Assessments

Grade	NYS ELA		NYS Math		NYS Science
	2014	2015	2014	2015	2015
3	10%	33%	33%	55%	
4		12%		55%	89%

**Table 2:** East Harlem Scholars Performance on 2014 and 2015 NYS ELA Assessments Compared to CSD 4 & NYS

Grade	2013-14			2014-15		
	Scholars	CSD 4	NYS	Scholars	CSD 4	NYS
3	10%	29%	32%	33%	28%	31%
4				12%	25%	33%

**Table 3:** East Harlem Scholars Performance on 2014 and 2015 NYS Math Assessments Compared to CSD 4 & NYS

Grade	2013-14			2014-15		
	Scholars	CSD 4	NYS	Scholars	CSD 4	NYS
3	33%	37%	42%	55%	35%	42%
4				55%	32%	43%

As Tables 1-3 illustrate, with the exception of Grade 4 ELA the improvement in East Harlem Scholars' student performance on the NYS assessments from 2014 to 2015 is striking not just in terms of absolute growth but also in comparison to the performance of students in CSD 4 and NYS. After lagging the district and NYS in both ELA and math in 2014 (Tables 2 and 3), by 2015 the tables were turned with East Harlem Scholars 3<sup>rd</sup> and 4<sup>th</sup> graders *significantly* outperforming CSD 4 and NYS on the NYS math exam and East Harlem Scholars 3<sup>rd</sup> graders outperforming their district and NYS peers on the NYS ELA exam. Further, proficiency rates among 3<sup>rd</sup> graders improved by more than 20 percentage points on the NYS ELA test and NYS math test from 2014 to 2015. Despite the fact that Grade 4 did not exhibit the same magnitude of absolute achievement on the NYS ELA as did Grade 3, the two-year *unmatched* 2015 Grade 4 cohort did show some improvement in ELA and significant improvement in Math (from 10% to 12% proficient on NYS ELA and 33% to 55% proficient on NYS Math).

More importantly, when looking at the 2015 NYS assessment data from the perspective of mean scale score growth we see profound improvement on the part of East Harlem Scholars students on an absolute basis and as compared to the mean scale score growth experienced by students in CSD 4 and in NYS as a whole. The following tables illustrate this growth.

**Table 4:** Growth in Mean Scale Scores on 2014 NYS ELA Assessment of *Unmatched* 2015 Grade 4 Cohort

	Mean Scale Score			
	2015 Grade 4	2014 Grade 3	Increase (Decrease)	% Change
East Harlem Scholars	288	281	7	2.49%
CSD 4	296	296	0	0%
NYS	299	297	2	0.67%

**Table 5:** Growth in Mean Scale Scores on 2014 NYS Math Assessment of *Unmatched* 2015 Grade 4 Cohort

	Mean Scale Score			
	2015 Grade 4	2014 Grade 3	Increase (Decrease)	% Change
East Harlem Scholars	315	301	14	4.65%
CSD 4	295	300	(5)	-1.67%
NYS	304	304	0	0%

While the percent of East Harlem Scholars' 4<sup>th</sup> graders who were proficient on the NYS ELA fell short of their CSD 4 and NYS peers, the growth in the *unmatched* cohort from 2014 to 2015 outpaced NYS and CSD 4, which had no growth. In their August 12, 2015 issue, *Chalkbeat* ranked East Harlem Scholars 8<sup>th</sup> in



the Top 10 NYC public schools that had “the biggest positive change in English scores<sup>2</sup>.” This is impressive given we achieved this with just one year of NYS assessment data from which to learn. Table 5 shows that East Harlem Scholars 4<sup>th</sup> Grade students are outperforming the district and the State in terms of Mean Scale Score in math. In addition the growth in the *unmatched* cohort from 2014 to 2015 is of significant note in light of the fact that CSD 4 saw a decline in the mean scale score of 1.67% and the State showed no growth whatsoever.

Furthermore, East Harlem Scholars 4<sup>th</sup> graders also experienced a significant reduction in the numbers of students who performed at Level 1 on the 2014 Grade 3 NYS ELA and 2014 Math assessment. On both assessments in 2015, East Harlem Scholars reduced the number of students at Level 1 by 35% on the NYS ELA exam (31 students to 20 students) and 50% on the NYS Math exam (14 students to 7 students). This is clearly demonstrative of the fact that the focused instructional support East Harlem Scholars is providing to its most struggling learners is having a positive impact on their academic growth.

A closer look at SWD and FRL student performance also shows growth from 2014 to 2015. It is important to note that East Harlem Scholars has consistently had a larger percentage of these special populations enrolled in the school as compared with its host district and thus has been educating a greater percentage of academically challenged student than CSD 4.

**Table 6:** East Harlem Scholars SWD and FRL Percent Proficiency on 2014 and 2015 NYS ELA Assessment

	NYS ELA			
	2013-14		2014-15	
Grade	SWD	FRL	SWD	FRL
3	0%	12%	14%	30%
4			11%	14%

**Table 7:** East Harlem Scholars SWD and FRL Percent Proficiency on 2014 and 2015 NYS Math Assessment

	NYS Math			
	2013-14		2014-15	
Grade	SWD	FRL	SWD	FRL
3	35%	32%	36%	49%
4			32%	55%

While overall proficiency remained low for SWD on the 2015 NYS ELA, there was significant growth in the absolute performance on Grade 3 students from year to year of 14 percentage points. Likewise, FRL Grade 3 students showed marked improvement from 2014 to 2015 with an 18 percentage point increase in the percent at proficiency levels on the NYS ELA exam. The two-year *unmatched* 2015 Grade 4 cohort for each of these disaggregated groups, also showed improvement in proficiency on this exam. Notably, with the exception of Grade 4 ELA, East Harlem Scholars’ SWD and FRL significantly outperformed these disaggregated groups in CSD 4 and NYS on the 2015 NYS ELA and math exam as Tables 6, 7, 8 and 9 illustrate.

**Table 8:** CSD 4 and NYS SWD and FRL Percent Proficiency on 2015 NYS ELA Assessment

	NYS ELA			
	CSD 4		NYS	
Grade	SWD	FRL	SWD	FRL
3	6%	24%	8%	21%
4	5%	22%	7%	21%

**Table 9:** CSD 4 and NYS SWD and FRL Percent Proficiency on 2015 NYS Math Assessment

	NYS Math			
	CSD 4		NYS	
Grade	SWD	FRL	SWD	FRL
3	14%	31%	16%	31%
4	9%	28%	14%	31%

Although East Harlem Scholars’ ELLs continued to struggle with proficiency on the NYS ELA assessments (0% of Grade 3 and 4 ELLs scored proficient in 2015); the challenge they faced on this assessment was generally consistent with ELLs in CSD 4 and the State where Grade 3 and 4 ELLs proficiency was in the low single digit proficiency range. In math, however, as Table 10 shows, East Harlem Scholars had stronger performance on the 2015 assessment outpacing both the CSD and NYS in every grade except Grade 3 where the State was on par with East Harlem Scholars.

<sup>2</sup> [http://ny.chalkbeat.org/2015/08/12/eight-top-10s-from-new-york-citys-2015-test-scores/#.VeM3B\\_IViko](http://ny.chalkbeat.org/2015/08/12/eight-top-10s-from-new-york-citys-2015-test-scores/#.VeM3B_IViko)



**Table 10:** Comparison of ELL performance on 2015 NYS Math assessment

Grade	Scholars	CSD 4	NYS
3	17%	9%	17%
4	25%	9%	15%

While East Harlem Scholars' ELLs' performance on NYS assessments indicate a need for continued focus and targeted instructional interventions for this group (as well as with our learners facing academic challenges: SWD and FRL), another important metric shows that our ELLs are making progress. Based on our performance against Title III Annual Measurable Achievement Objectives (AMAO) targets approved by the US Department of Education, our ELLs met AMAO growth goals during 2014-15:

- AMAO1 requires: (1) Students will advance 1 proficiency level<sup>3</sup> on the NYSESLAT; (2) Students will gain at least 43 points on the NYSESLAT, if they do not advance 1 level; and (3) New ELL students will score at least an intermediate on their first NYSESLAT exam.
  - In 2014-15, 75.6 of East Harlem Scholars' ELLs met AMAO 1, exceeding the federal standard of 67.4% by approximately 8 percentage points
- AMAO2 requires that students must score proficient on both the listening/speaking and the reading/writing sections of the NYSESLAT.
  - In 2014-15, 46.3% of East Harlem Scholar's ELLs met these goals, well exceeding the federal standard of 15.0% by more than 30 percentage points.
- AMAO3 does not yet apply to East Harlem Scholars as it has not yet had 30 ELLs who have taken the NYS ELA and math test.

Finally, it is important to note that in 2014-15 46% of East Harlem Scholars students who were designated as ELL were declassified from ELL status prior to the start of the 2015-16 school year based on the results of the 2015 NYSESLAT assessment

While we are pleased with the progress we made last year, we know we must continue to identify ways in which to build on our strengths and address identified gaps, particularly with our founding class of 1<sup>st</sup> graders, now in 5<sup>th</sup> grade, for whom we must ensure their grade level acquisition of reading and writing standards. We are confident that the modifications we made in 2014-15, which are now a permanent part of our academic program, had a direct impact on the improved performance of our students on the NYS assessments, as early indicators from our internal assessment results had predicted. With the recent release of the 2015 NYS Assessment data, East Harlem Scholars' instructional leadership will be closely reviewing the item analysis to glean from the data where our students fell short on specific ELA and math standards in order to inform additional curricular and instructional modifications at the grade-level, classroom-level and individual student level. This data will also inform our professional development plan, including teacher coaching. East Harlem Scholars education corporation board and East Harlem Scholars leadership, with support from our Partner EHTP, are committed to ongoing reflection about our work, to making decisions that are informed by data, and to making the necessary modifications and enhancements in response to all available data.

There is a reason why the Institute describes its framing questions for its renewal review and recommendation as "interconnected." The academic success we have experienced thus far is tightly linked to the strength and stability of our organization and the soundness of finances. At the top of our organizational structure sits a high functioning, effective and knowledgeable Board of Trustees committed to responsible oversight of East Harlem Scholars as it continues to grow and develop in accordance with its charter towards achievement of its mission and goals. Board membership has remained stable in the current charter term, and notably since its inception. More than half of the current members have served on the East Harlem Scholars Board for more than 4 years. They bring their experience, institutional knowledge and a direct link to the values and intentions of the school's original founders in creating East Harlem Scholars to the process of the School's growth and development. Each member enhances the expertise of the Board, and the group

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<sup>3</sup> NYSED modified the proficiency level categories in 2014-15, thus in order to conduct our calculation for AMAO targets we converted the previous proficiency categories to the new levels.

possesses a range of skills and experiences to oversee the academic, organizational, and fiscal performance of the School including as it plans for expansion in the next term.

There has been a process in place to continue to build capacity on the Board, whether through the addition of new members with skills and expertise to fill identified gaps or through training of existing board members to ensure they are knowledgeable regarding their roles and responsibilities and what compliance means in the charter school arena. The current East Harlem Scholars Board balances continuity from its original members, new perspectives and experiences from new members, and – importantly – institutional overlap from EHTP's Board, its Partner Organization, to ensure a continued supportive relationship between the two entities. It is notable that East Harlem Scholars' Board and EHTP's Board were jointly recognized in 2013 as the winner of the Brooke Mahoney Award for Outstanding Board Leadership which is amongst the highest recognitions in the nation for a nonprofit.

East Harlem Scholars has established a clear organizational structure of Board, Board committees, staff, systems, and procedures, compliant with its charter, applicable laws and regulations, which support the daily operations of East Harlem Scholars. Importantly, the Board has a clear understanding of its roles as an oversight body versus the roles and responsibilities of the school's leadership staff in managing all aspects of East Harlem Scholars' operations. Because there is clarity in the relationship between them, the Board and school leadership have had an extremely well-functioning relationship which has supported the development of a well-functioning school organization. This can be said for all parties within the organizational structure: each stakeholder has clearly defined roles, regulating policies and procedures, and mechanisms for evaluating effectiveness. All aspects of these components work cohesively to provide students with a learning environment that is focused on the healthy academic, social, and physical development of the students.

As with the Board, there has been tremendous stability in the school's leadership. Cheyenne Batista São Roque has been the School's Principal since its inception (as well as assuming the dual role of East Harlem Scholars Academies' Managing Director in 2012 providing oversight to the Principal of East Harlem Scholars II) and the stability she has brought to the leadership level has had a direct and positive impact on the growth and development of the school's academic program and the education corporation as a whole. Many charter schools have experienced significant leadership turnover which in turn impacts the school's ability to establish a sustaining school culture and climate. This negatively affects the ability to create the foundation on which a strong academic program can be built. Where charter schools have experienced leadership turnover and have lost significant momentum, East Harlem Scholars has capitalized on the continuity in leadership by being able to build on demonstrated success and create and make cohesive modifications to address gaps as the school grew and developed.

A critical reason why Ms. Batista São Roque has been able to be highly successful in her instructional leadership of the school has been the important partnership with our Partner Organization, EHTP which provides academic and non-academic services through an annual Shared Services Agreement. With EHTP as a Partner providing a comprehensive range of non-academic supports, they have in effect freed the leadership and staff of East Harlem Scholars to focus their efforts on implementing and continuously improving the instruction and academic programs.

Currently, Ms. Batista São Roque is supported on the instructional side by the Director of Curriculum and Instruction, the Elementary Principal-in-Residence, the Middle School Principal-in-Residence, the Dean of Instruction, the Director of School Culture and Family Engagement and an ELA Coach. The current instructional leadership structure allows for increased and highly individualized support for teachers and underpins the school's robust professional development to build and strengthen the instructional capacity of teachers individually and collectively. The Bill and Melinda Gates Foundation contends the single most decisive factor in student achievement is excellent teaching; East Harlem Scholars subscribes to this belief, and it is evident in the measures we take to support our teachers achieve excellence in their practice.

Of note is the establishment of the principal-in-residence program at East Harlem Scholars. This demonstrates the foresight of the Board and school management in ensuring high quality individuals are ready to step into leadership roles at the school. Instead of waiting to recruit for future leadership positions, East Harlem Scholars made a decision to invest in a Principal-in-Residence (PIR) program whereby PIRs would be groomed for future leadership positions in the school. Candidates for PIR positions were identified through a comprehensive search process facilitated by EHTP as part of their Shared Services Agreement. In

their positions, PIR's are groomed with the expectation to ultimately assume leadership positions. Ms. Batista São Roque provides critical support and intensive training to the PIRs, who in turn, are providing critical instructional support in their work with the instructional staff at the school. The two PIR's who are slated to assume the roles of Elementary School Principal and Middle School Principal (should the school's expansion be approved) in 2016-17 were hired during the latter half of the 2014-15 school year.

It is expected that increasing the instructional leadership team at the school will increase the retention rate of teachers over time. East Harlem Scholars has experienced teacher turnover at higher levels than have been desired. East Harlem Scholars' leadership has made opportunities for soliciting feedback from teachers a regular part of our practice. Increasing the leadership team has allowed us to offer more face-to-face, differentiated support to teachers and provide more collaborative planning time. Our teachers indicated that these were areas of need for them. Feedback from teachers has also played a critical role in making the kind of modifications that will lead to a better work-life balance for our teachers. Such modifications include working creatively to identify areas in the schedule that help to cut down on teacher hours such as end of quarterly family conference. Such feedback also was the impetus to remove the teacher requirement to work during after school hours. EHTP has played a critical role in helping make that a reality by staffing the after school hours. Even a simple remedy of not holding after school activities in the classrooms freed up those spaces for our teachers after school who had hoped to use those spaces at the end of the day for collaborating with their colleagues or setting up their classrooms in anticipation of the next day's lessons.

East Harlem Scholars has operated each year from a position of financial strength. Having financial resources available to invest meant that the curricular and instructional modifications identified by the East Harlem Scholars instructional leadership could be executed. The East Harlem Scholars Board and school leadership continue to demonstrate responsible stewardship of public funds. East Harlem Scholars has maintained strong financial health throughout the current charter term. East Harlem Scholar's 2013-14 audit resulted in an unqualified opinion, no major findings and no deficiencies in internal controls. The finding of no deficiencies in internal controls reflects the strong financial practices at the school that is codified in the School's Financial Policies and Procedures Manual. These practices are vigilantly followed by staff on a daily basis and reviewed and updated (if necessary) annually by the Board of Trustees. The Manual ensures sound internal controls, fiscal responsibility and accountability in accordance with the Generally Accepted Accounting Principles (GAAP), and rules and regulations of the Financial Accounting Standards Board (FASB) and delineates the process by which all financial matters at the school will be handled and by whom. The Financial Policies and Procedures Manual provides the guidelines and controls designed to mitigate risk and liability to the School.

East Harlem Scholar's annual audited financial statements show that for the fiscal year ending June 30, 2014 it ended the year with unrestricted net assets of \$1.3 million with cash and cash equivalents of almost \$900,000. We expect to end the current fiscal year in a similar position.

East Harlem Scholars has built a school community where families are welcomed as integral partners in their children's education. Family engagement is one of key design elements of the school model. Over the course of the charter term, East Harlem Scholars parents have consistently expressed a high degree of satisfaction with the school's academic program. This fact is borne out by a number of reliable measures.

East Harlem Scholars has administered the New York City Department of Education *School Survey* to its parents each year, beginning with the 2012-13 school year. Parents have consistently given the School high marks regarding the school's academic program on this annual survey. The following table highlights the response of parents to key questions related to their satisfaction with the school's educational program:

**Table 11:** Percent of Parents whose response was *Very Satisfied* or *Satisfied* on the NYC School Survey

	2012-13	2013-14	2014-15*
How satisfied are you with the education your child has received this year?	99%	99%	95%
How satisfied are you with the overall quality of your child's teachers this year?	97%	98%	94%

Another undeniable indicator of the satisfaction parents have with the school is the school's student retention rate. Families who enroll in Scholars tend to remain at Scholars at relatively high percentages. The 2014-15 attrition rate at Scholars was just 9%; further if we remove those students who left because they

moved away, the attrition rate drops to 7%. Significantly, as of July 7, 2015, 83%<sup>4</sup> of the students in our founding K and 1 classes still were enrolled in the school.

Parental demand is also reflected in the number of applications East Harlem Scholars has received for seats in the school as well as its current waitlist numbers provide compelling evidence of parents' satisfaction with the kind of educational program that would be available to their children should they secure a seat at the School. In the 2015 Student Lottery, there were 569 Kindergarten applicants for the 56 available seats and 623 applicants for seats in Grades 1-5. East Harlem Scholars has established itself as a highly demanded and desired public school option for families of school-age children in the community.

### **Prospective**

The primary modification that we are proposing for the next charter school is the expansion of East Harlem Scholars to include a middle school program, Grades 6-8. It was the original intention of the founders of East Harlem Scholars that the school should ultimately grow to serve K-8 because of the dearth of not only strong public school options at the elementary level in CSD 4 but at the middle school level as well. Indeed, our mission attests to the expectations of becoming a K-8 school as it states that our goal is to "prepare students with the academic skills, strength of character and social and emotional well-being to excel in *high school* and college..."

At the time the original charter school application was written, students in CSD 4 middle schools struggled to achieve proficiency standards as was evident by the NYS ELA and math assessments. In fact, there has been a decades-long crisis in middle school options in CSD 4. Multiple middle schools have been phased out in CSD 4 over the last three years. The 2015 assessment data available on the NYSED website indicates that CSD 4 continues to be a low-performing district, where less than a quarter of all students meet proficiency standards and where at-risk learners struggle significantly in comparison to their non-at-risk peers, and Black and Hispanic students underperform compared with their White and Asian counterparts. The data clearly indicate the need still exists today for quality public middle school options in CSD 4. Further, with the tremendous academic growth experienced by East Harlem Scholars' students in math and ELA in 2015 as evidenced by our 2015 NYS ELA and math assessment data, we are committed to ensuring that our scholars remain on this upward trajectory of achievement and growth when they graduate from our elementary school program. To ensure they have this opportunity, East Harlem Scholars is proposing to add a middle school program in the next charter term that is an extension of the student-centered and academically rigorous, K-5 learning community we have solidly established where parents are welcomed as integral and necessary partners in their children's education. As it has with the elementary school program, EHTP will play a crucial part in the implementation of the middle school as part of its role as the School's Partner.

While expansion to include the middle school grades had always been a long term goal for East Harlem Scholars, it has been during the last year where work has taken place in earnest to design a middle school academic and operational plan that is a seamless extension of the elementary learning community that we have created. The most important step in planning for the middle school was the recruitment and hiring of an exceptional leader for the middle school who would work under the guidance of Cheyenne Batista São Roque, East Harlem Scholars' Principal and East Harlem Scholars Academies Managing Director. Through a comprehensive recruitment process facilitated by EHTP's recruitment staff, Maureen Yusuf-Morales was hired in early 2015 as Principal in Residence, East Harlem Scholars Middle School. Ms. Yusuf-Morales' engagement by the school 15 months before the middle school speaks to the importance that the Board and school leadership place in investing in the human capital that is essential in the ultimate success of the school. In addition to the important guidance and mentorship Ms. Yusuf-Morales is receiving from Ms. Batista São Roque during this extensive residency period, she is also able to engage in critical relationship building for the middle school and work directly with the 4<sup>th</sup> and 5<sup>th</sup> graders who will be East Harlem Scholars middle school students who will be her charges in a short time. The Board delegated the responsibility for the planning of the middle school to the Ms. Batista São Roque and Ms. Yusuf-Morales. Ms. Yusuf-Morales has spent much of this year engaged in researching middle school models that will support East Harlem Scholars' student-

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<sup>4</sup> This figure does not include students who left the school because they moved at least 25 miles away from the school or who cited commuting challenges as the reason they could not continue.

centered model. This research, along with Ms. Yusuf-Morales' middle school experience and the experience of East Harlem's leadership in educating its elementary school students, has informed the plans for the educational program of the middle school. The planning for the East Harlem Scholars' middle school has also included support from EHTP leadership in examining the feasibility of expansion from a facilities perspective, the needs from a staffing and organizational perspective and the long-term sustainability from a budgetary perspective. The work to plan for middle school expansion continues this year and we will continue to seek the input of our community through surveys and parent meetings regarding our growth plan.

East Harlem Scholars has designed a middle school model that is aligned with the three key traits of successful middle schools and the environment that must exist in the schools to exploit these traits that have been identified by The National Forum to Accelerate Middle-Grades Reform's Schools to Watch Initiative (a U.S. Department of Education Investing in Innovation winning grantee). According to the Schools to Watch Initiative<sup>5</sup>, high performing middle schools are: (1) *academically excellent*—these schools challenge all students to use their minds well; (2) *developmentally responsive*—these schools have an awareness of and sensitivity toward the unique developmental needs of early adolescents; and (3) *socially equitable*—they capitalize on early adolescents' obsession with fairness by being a trustworthy and democratic community where every student feels a connection to at least one adult in the building. To achieve this level of performance, Schools to Watch Initiative notes that high-performing schools have created communities where norms, structures, and organizational arrangements are established to support and sustain their trajectory toward excellence. They have a sense of purpose that drives every facet of practice and decision-making.

As it is in the elementary school, instruction in the middle school will continue to be student-centered with the Gradual Release of Responsibility model providing the overall framework. Instructional practices will be aligned with the way the adolescent brain learns based on the body of research in the field. This means avoiding cognitive overload by chunking concepts, checking for understanding after every chunk (as opposed to at the very end of the lesson), connecting new concepts to background knowledge (short term memory to long term memory), using practices that require 100% participation of all students so that every student is engaged in classroom instruction (active participation), and incorporating visual instructional plans.

Students will engage in core academic courses, ELA, math, science and social studies. In addition, they will continue to learn Spanish and engage in physical education and the arts. New to middle school will be the Advisory Period and the opportunity to take electives. The goal of our middle schools electives and specials, like that of the elementary school specials, is to ensure that our students can explore and develop multiple intelligences, build passions and discover new interests to build character, skill and realize their best possible selves. Among the electives that East Harlem Scholars is currently considering are Poetry, Robotics and Theatre. Facilitated by an East Harlem Scholars staff member, Advisory Periods are an important component of our school mission as we provide emotional and social skills and support in addition to our academic classes. Advisory periods will provide students formal opportunities to focus with the advisory mentor and with each other on (1) social and emotional development; (2) character education and leadership and (3) their transition from elementary school to middle school and the transition from middle to high school.

Middle school will have a departmentalized structure with students receiving instruction from subject-based teachers. The middle school will also shift away from the co-teaching model of the elementary school where two certified teachers co-teach in each K-5 classrooms (including one classroom at each grade level which is an ICT classroom). In middle school, co-teaching will not be an explicit part of the instructional model; however, it may be used in certain cases during the school year in different ways. Co-teaching will also occur with the subject teacher and learning specialists in cases where these teachers provide push in support to targeted students in the classroom. The middle school will continue to offer robust instructional supports, including comprehensive staffing, to ensure the needs of our ELLs, SWD and FRL are met.

Coinciding with the work to secure our permanent facility, East Harlem Scholars' Board and school leadership carefully studied whether and how it could expand to middle school while ensuring that the academic and operational needs of the entire K-8 community would be met in a programmatically, operationally and fiscally stable and sustainable way. The work included looking at models for organizational structure and the staffing needs from a leadership/administrative, instructional and operational perspective.

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<sup>5</sup> <http://www.middlegradesforum.org/index.php/school-to-watch/what-is-school-to-watch>

The resulting model will have Ms. Batista São Roque completing her transition from her dual role as Founding Principal and Managing Director of East Harlem Academies to the single role of full time Managing Director of East Harlem Scholars Academies providing oversight to both charter schools operating under the education corporation. The East Harlem Scholars elementary and middle school Principals will report directly to Ms. Bastista São Roque as will the East Harlem Scholars II Principal. As noted, previously, East Harlem Scholars has already hired PIRs who are expected to assume the leadership positions in the elementary school and middle school in the second charter term.

There was no question from the facilities perspective whether the middle school could be accommodated. In fact, the facility could be built to suit the needs of the school as a K-8 community. EHTP provided support in developing long range budget plans for the K-8. We wanted to ensure not only that the school could support the expansion but could also continue to build a robust financial reserve in order to ensure the school's long-term financial health. All these analyses have pointed to the ability for East Harlem Scholars to expand to middle school in a successful and sustainable way.

Finally, there is no question that the Board has the capacity to oversee a K-8 school. It has demonstrated their effective and sound oversight of not just East Harlem Scholars but East Harlem Scholars II. East Harlem Scholars brings the strength of its governing body and its Partner Organization, EHTP, to the growth and development of its proposed middle school. East Harlem Scholars has had a clearly articulated governance structure, which has demonstrated success in ensuring the school's compliance with all applicable laws and regulations. The Board is highly functioning and stable, comprised of dedicated individuals with the requisite capacity, experiences, and skills for effective oversight of a successful K-8 school that will fulfill the mission and goals of its charter. As East Harlem Scholars adds the middle school program and continues to grow and evolve as a K-8 community, the needs of the school may also change. The Board has demonstrated that it has an effective Board development plan in place to evaluate its performance and judiciously add new members to ensure its capacity to meet the school's changing needs over time.

## **Conclusion**

East Harlem Scholars has made significant progress during the first charter term in delivering upon its mission. This fact is evident in our small learning community with a rich and challenging curriculum, an unwavering focus on developing the whole-child, high expectations, data-driven instruction, and research-based best practices with the organizational integrity and resources (including those of our Partner organization EHTP) to sustain, enhance and expand our program during its next charter term.

East Harlem Scholars' distinctive program in the renewal term will continue to reflect its key design elements, which serve as the cornerstones of its quality instructional program. These components distinguish the School's unique model, and embody the spirit of the charter movement in providing the families of CSD 4 with an innovative, highly accountable, and superior educational option that improves student achievement for all learners where families and the larger community are embraced as pivotal players in the success of their children. East Harlem Scholars remains dedicated to its mission. Notwithstanding that we must continue to ensure high levels of achievement for all learners in our school, we believe we have demonstrated success in establishing a solid learning community and importantly the strong fundamentals to continue to grow, develop, adapt and improve. This comprehensive renewal submission provides documentation of how the School has enhanced its instructional program, including in response to identified challenges, to implement a more effective model in support of high student achievement. It also illustrates the careful measures East Harlem Scholars has taken in its proposal for expansion to a full K-8 model. We believe we have demonstrated that we are deserving of an unconditional five year renewal term along with the approval to serve the middle school grades. We respectfully submit our charter renewal application for consideration. As East Harlem Scholars completes its current charter term and prepares for the next, it will continue to focus on improving student outcomes and maintaining a sustainable educational model. The Board, leadership team, instructional staff, and families look forward to the opportunity to fully accomplish the ultimate goal of East Harlem Scholars' mission to promote student achievement and develop the next generation of young people from East Harlem who will *lead in their communities and realize their best possible selves*.

## ASSURANCES

The Education Corporation provides the following assurances:

1. Exterior signage identifying the charter school is in place at each facility utilized by the school.
2. Appropriate exit signage and/or fire evacuation maps are in place in each room occupied or utilized by the school.
3. Fire extinguishers on all floors occupied by the school have been inspected by duly qualified personnel within the past calendar year or as required by applicable law.
4. All electrical rooms, mechanical rooms, breaker or fuse boxes or other hazardous areas off limits to students are locked except when access is required by authorized personnel.
5. Required state and federal employment laws are posted in an area that staff can readily access/review them.
6. All student records (academic, IEP, health, etc.) are stored in lockable storage containers or password protected electronic storage systems.
  1. Each student record file contains a FERPA Access Log to indicate who has accessed the file. (See the FERPA guidance at [www.newyorkcharters.org/confidentiality-student-records/](http://www.newyorkcharters.org/confidentiality-student-records/) for more information).
  2. The school maintains a list of staff members that have access to files.
  3. The school maintains a FERPA list of records typically found in a student file.
  4. Copies of student IEPs have been distributed to classroom teachers and are stored in lockable storage containers or password protected electronic storage systems.
7. The education corporation has implemented a fingerprint/Livescan policy consistent with Institute policy (which requires that at least two staff members verify the clearance of each new employee/contractor hired by the education corporation prior to employment) (available at [www.newyorkcharters.org/criminal-background-checks-fingerprinting/](http://www.newyorkcharters.org/criminal-background-checks-fingerprinting/)); and all cafeteria, maintenance and transportation personnel regardless of whether employed by the education corporation are covered by the policy.
8. A copy of the school's complaint policy is on file in the school office and accessible to parents.
9. The school's Freedom of Information Law (FOIL) notice is posted in the school office or another location accessible to parents and staff. (See the FOIL guidance at [www.newyorkcharters.org/freedom-information-law-foil/](http://www.newyorkcharters.org/freedom-information-law-foil/) for more information).
  1. The school maintains a category list of records held by the school.
  2. The school maintains a list of employees, their work stations, titles and salaries.
  3. The school's website contains required FOIL information.



10. The education corporation provides a media notice regarding each board meeting in accordance with the Open Meetings Law.
  1. The education corporation posts information regarding board meetings on its website in accordance with the Open Meetings Law.
11. The education corporation distributes its Code of Ethics to all new employees, officers and trustees in accordance with the General Municipal Law.
12. The education corporation is not in material default of any bond, loan or other financial agreements.
13. The school maintains an inventory of school property in accordance with the education corporation's inventory policy.

REQUIRED SIGNATURES			
School Leader Signature:		Education Corporation Board Chair Signature:	

**EAST HARLEM SCHOLARS  
ACADEMY CHARTER SCHOOL**

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***Financial Policies and  
Procedures Manual***

May 2011

Facilitated by:



## TABLE OF CONTENTS

Chapter		Page
	<b>Introduction</b>	5
	Financial Leadership and Management	5
	Financial Policies	6
<b>1</b>	<b>Internal Control Structure</b>	7
	Background	7
	Internal Control Environment	7
	Accounting System	7
	Internal Control Procedures	8
	Accounting Cycle	9
<b>2</b>	<b>Processing Cash Receipts and Revenue</b>	13
	Background	13
	Processing and Recording Cash Receipts	13
	Processing and Recording Revenue	15
	Processing and Recording Additional Monies Collected	17
	Accounts Receivable Aging	17
<b>3</b>	<b>Processing Purchases and Accounts Payable</b>	18
	Background	18
	Approval	19
	Issuance and Monitoring of Purchase Orders	19
	Receipt of Goods	20
	Exemption from Sales Tax	21
	Reimbursable Expenses	21
	Travel Expenses	21
	Credit and Debit Card Purchases	22
<b>4</b>	<b>Processing Cash Disbursements</b>	24
	Processing Invoices	24
	Cutting Checks	25
	Online/Phone/Fax/EFT Payments	26
	Recurring Expenses	26
	Accounts Payable Aging	26
	Outstanding Checks	27
	Petty Cash	27
	Insurance Coverage	27
	Political Contributions	28

<b>5</b>	<b>Management of Cash</b>	<b>29</b>	
	Accounts	29	
	Bank Statements	30	
	Bank Reconciliation	30	
	Cash Transfers	30	
	Investments	30	
	<b>Payroll</b>	<b>33</b>	<b>29</b>
<b>6</b>	<b>Debt</b>	<b>33</b>	
<b>7</b>	<b>Contracts and Leases</b>	<b>34</b>	
<b>8</b>	<b>Financial Reporting and 990 Preparation &amp; Filing</b>	<b>35</b>	
<b>9</b>	<b>Payroll</b>	<b>36</b>	
	Hiring	36	
	Salary Determination	37	
	Bonus Policy	37	
	Compensation Accrual	37	
	Employees vs. Independent Contractors	37	
	Utilization of Independent Contractors/Consultants	38	
	Obtaining Payroll Information	39	
	Time Reporting Procedures	43	
	Processing Payroll	45	
	Periodic Payroll Reconciliations	46	
	Protecting Payroll Information	47	
	Changes to Payroll Information	47	
	Terminations and Resignations	47	
	Unused Vacation and Sick/Personal Days	48	
<b>10</b>	<b>Property and Equipment</b>	<b>49</b>	
	Background	49	
	Capitalization Policy	50	
	Depreciation Policy	51	
	Disposal of Property and Equipment Policy	51	
<b>11</b>	<b>Records Retention</b>	<b>52</b>	
	Records Access Policy	53	
	Records Retention Policy	53	
	Records Destruction Policy	53	
<b>12</b>	<b>Summary of Account Structure</b>	<b>54</b>	
	Assets	54	
	Liabilities	55	
	Revenue	55	
	Expenses	56	

<b>13</b>	<b>Fraud and Misappropriation</b>	<b>57</b>
<b>14</b>	<b>Whistleblower Policy</b>	<b>60</b>
<b>15</b>	<b>Ethics</b>	<b>61</b>
<b>Annex 1</b>	<b>Organizational Chart</b>	<b>62</b>
<b>Annex 2</b>	<b>Financial Leadership Accountability</b>	<b>63</b>
<b>Annex 3</b>	<b>Types of Insurance Coverage and Thresholds</b>	<b>65</b>
<b>Annex 4</b>	<b>Documents to be Completed Upon Employment</b>	<b>66</b>
<b>Annex 5</b>	<b>Requirements for Record Retention</b>	<b>68</b>
<b>Annex 6</b>	<b>Approvals and signing authority charts</b>	<b>70</b>

# INTRODUCTION

## **Purpose of Manual**

East Harlem Scholars Academy Charter School (EHSACS) is committed to developing and maintaining financial policies and procedures that ensure sound internal controls, fiscal responsibility, transparency and accountability in accordance with the generally accepted accounting principles (GAAP) practiced in the United States, and the rules and regulations established by the Financial Accounting Standards Board (FASB). EHSACS will follow all the relevant laws and regulations that govern the Charter Schools within the City and State of New York. As a nonprofit organization, EHSACS is entrusted with funds granted by the Federal, State and City government agencies, Corporate, Philanthropic Foundations and individual contributors. Defined financial policies and procedures will enable the school to meet its financial needs and obligations, ensure long-term financial stability and viability, safeguard its tangible assets, human capital, be in good standings with the community and funding sources and comply with its mission statement.

## **Financial Leadership and Management**

The financial management team of EHSACS consists of:

- Board of Trustees,
- Chairman of the Board of Trustees,
- Treasurer of the Board
- Finance Committee of the Board of Trustees,
- Principal,
- Director for Operations (DOO),
- Bookkeeper,
- Office Manager,
- Financial Consultants

The Financial Management Team outlined above is accountable for the day-to-day fiscal responsibilities of EHSACS. The Board of Trustees' primary obligation is to serve as the School's oversight and policy-making body. The Board of Trustees will meet seven times per year to ensure that its fiduciary duty is maintained. The Board of Trustees will be responsible for selecting an audit firm on an annual basis, reviewing the Financial Policies and Procedures manual on an annual basis, and working with the school's finance team to review the monthly financial statements.

The Board of Trustees shall be responsible for the primary oversight of the school's financial matters as defined by the Board's established bylaws. The Principal, DOO and Bookkeeper of EHSACS will have the primary responsibility of executing all financial matters. The Fiscal Management Team will collectively work to make certain that all financial matters of the organization are properly addressed with care, integrity, and accuracy in the best interest of EHSACS. The Principal, DOO and Bookkeeper are accountable for administering the school's adopted policies and ensuring compliance with procedures that have been approved by the Board of Trustees.

## **Changes to the Financial Policies and Procedures Manual**

This document establishes the policies and procedures for the fiscal and administrative functions conducted by EHSACS. It is the responsibility of EHSACS Management to periodically review and revise the Financial Policies and Procedures manual as needed. The Board of Trustees must approve the manual on annual basis as well any amendments as needed. Any violation of these policies and procedures is considered to be cause for termination or removal and, depending upon the nature of the infraction, civil and/or criminal prosecution.

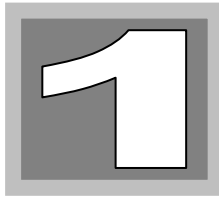
## **Financial Policies**

1. EHSACS shall comply with the laws, rules, and regulations applicable to it in regard to financial matters and with the terms of the contract by which it is bound.
2. Control procedures shall be in place to ensure the security and proper management of the organization's tangible and intangible assets.
3. Timely and accurate financial information shall be compiled to fulfill all reporting and management requirements.

## **Fiscal Year**

The fiscal year of EHSACS is from July 1<sup>st</sup> to June 30<sup>th</sup>.





# INTERNAL CONTROL STRUCTURE

## Background

This manual establishes and describes the fiscal policies and procedures of EHSACS that have been established to achieve EHSACS's objectives. The control structure represents policies and procedures that affect EHSACS's ability to process, record, summarize and report financial information. This structure is established and maintained to reduce the potential unauthorized use of EHSACS's assets or misstatement of account balances. The contents of this chapter will demonstrate the internal controls that will be implemented to provide reasonable assurance regarding the achievement of objectives in the following categories; (1) Effectiveness and efficiency of operations; (2) Reliability of financial reporting; and (3) Compliance with applicable laws and regulations.

The following four essential elements make up the internal control structure.

### 1. Internal Control Environment

By implementing internal controls EHSACS establishes the importance of enforcing and maintaining accountability, transparency and accuracy in their day-to-day financial transactions. Factors that impact the internal control environment can include management and Board philosophy; organizational structure; ways of assigning authority and responsibility; methods of management and control; personnel policies and practices; and external influences such as significant donor expectations.

### 2. Accounting System

EHSACS has implemented an accounting system consisting of processes and documentation used to identify, compile, classify, record and report accounting transactions. These processes were established to: (1) identify and record all of the organization's fiscal transactions; (2) describe the transactions adequately in order to allow proper classification for financial reporting, and (3) specify the time period in

which transactions occurred in order to record them in the proper accounting period.

### **3. Internal Control Procedures**

EHSACS has adopted a number of internal financial controls. These procedures are set up to strengthen EHSACS's internal control structure in order to safeguard the organization's assets. The internal financial controls consist of the following:

***Segregation of Duties:*** A hierarchical structure of authority and responsibility has been developed at EHSACS. Tasks are divided and allocated to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). This protects the school from any potential fraud or misappropriation of funds. In situations where there are an insufficient number of employees to achieve this because of budget constraints, a compensating control has been created at the school.

***Restricted Access:*** Physical access to valuable and moveable assets is restricted to authorized personnel.

***Document Control:*** In order to ensure that all documents are captured by the accounting system, all documents must be initialed and dated when recorded and then filed appropriately.

***Records Retention:*** Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, OMB A133 audit requirements, if applicable, and other legal needs as may be determined. Record retention requirements are reviewed annually with legal counsel and independent auditors to determine any necessary changes.

***Processing Controls:*** These are designed to identify any errors *before* they are posted to the general ledger. Common processing controls are the following: (1) Source document matching; (2) Clerical accuracy of documents; and (3) General ledger account code checking.

***Reconciliation Controls:*** These are designed to identify any errors *after* transactions have been posted and the general ledger has been run. The process involves reconciling selected general ledger control accounts to subsidiary ledgers.

***Annual Independent Audit:*** EHSACS's financial statements are audited annually by an independent audit firm selected by the Board of Trustees.

***Security of Financial Data:*** The school's accounting software is accessible only to the Bookkeeper, DOO, Principal, Board Chairperson, Treasurer and Financial Consultants. Individual user names and passwords will be issued for every user and their access will be limited according to their functionality and role within the school. All other hard

copies of financial data, when not in use, will be secured in a designated area at the school.

**Risk Assessment:** This is designed to identify, analyze, and manage risk relevant to the preparation of accurate financial statements. It includes mitigating risks involving internal and/or external factors that might adversely affect the school's ability to properly record, process, summarize and report financial data.

#### **4. Accounting Cycle**

The accounting cycle is designed to accurately process, record, summarize, and report transactions of EHSACS. EHSACS will maintain their accounting records and related financial reports on the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recognized when obligations are incurred (goods transferred or services rendered).

The component bookkeeping cycles fall into one of five primary functions:

##### **1) Revenue, Accounts Receivable and Cash Receipts**

Key tasks in this area include:

- Processing cash receipts
- Making deposits
- Recording cash receipts in the general ledger and subsidiary records
- Performing month-end reconciliation procedures
- Processing general ledger integration for private donations/revenue
- Processing wire transfers into school accounts
- Processing wire transfers out of school accounts

##### **2) Purchases, Accounts Payable and Cash Disbursements**

Key tasks in this area include:

- Authorizing the procurement of goods and/or services
- Processing purchases (credit/debit cards, check, reimbursement)
- Processing invoices
- Issuing checks
- Recording checks in the general ledger and in cash disbursement journals
- Performing month-end reconciliation procedures
- Year-end reporting: Preparing 1099 forms
- Processing wire transfers out of school accounts

### **3) Payroll**

ADP, an outside service provider, will perform the payroll process. Their responsibilities include calculating appropriate amounts for employee and employer deductions related to taxes remitted to the Federal, State and City government agencies and voluntary and/or statutory deductions that may or may not require remittance to retirement plan trustees and garnishees, etc.

Key tasks in this area include:

- Tracking and recording payroll information
- Submitting information to ADP for processing
- Preparing payroll checks and depositing payroll taxes
- Performing quarterly and year end reconciliations
- Preparing quarterly payroll tax returns
- Preparing W-2s, the W-3, and other annual payroll tax returns

### **4) General Ledger and Financial Statements**

Key tasks in this area include:

- Preparing monthly journal entries
- Reconciling bank accounts and other general ledger accounts
- Reviewing general ledger activity and posting adjusted journal entries
- Producing the financial statements
- Producing the annual budget

The general ledger process consists of posting the period's transactions to QuickBooks (the accounting software), which produces the financial statements.

### **5) Budgets and Financial Reporting**

The Principal and DOO are responsible for creating and updating 5-year budget projections (as required) for the school as well as the school's annual operating budget of income and expenses. The operating budget and the 5-year projection are reviewed and approved first by the Principal and DOO, then by the school's Board of Trustees and modified as necessary, with approval by the last day of the closing fiscal year.

### ***Budgets***

The budgets are created and updated per program annually based on actual expenditures and programmatic changes that occur during the fiscal year. Creation of the annual operating budget is an iterative process led by the Principal and the DOO. This input is necessary to ensure enrollment is accurately represented per the charter agreement, and to make certain the staff can properly support the proposed number of enrolled students. Critical school program expenses should be represented in the budget to ensure reality is properly reflected. Historical information is used when available and applicable. The iterative process is repeated until the overall budget fairly represents the educational programs revenues and expenses for the operating budget.

Once complete, the Principal and DOO present the overall budget to the Board of Trustees for review and approval. The budget must be approved and passed by June 30<sup>th</sup> before the start of the new fiscal year. Once approved, the implementation of, and accountability for, the budget is the sole responsibility of the Principal & DOO.

After approval, the Bookkeeper uploads the budget into the accounting system. This budget is then used to run several monthly budget analysis reports. The following budget analysis reports are prepared by the Bookkeeper and submitted to the Principal, DOO and Treasurer monthly; 1) Budget vs. Actual Report and, 2) Budget vs. Forecast Report on a monthly basis. Budget vs. Actual variances of \$5,000.00 or more are described in the notes section of the report. The DOO, Principal and Treasurer are responsible for making sure that significant differences are thoroughly researched and ultimately identified as either permanent or temporary. In the event that the variance significantly impacts the budget; the Principal and DOO will ensure that a contingency budget is prepared.

From a day-to-day operational standpoint, the Principal, DOO and Bookkeeper may work with the Financial Consultants, the Finance Committee or the Chairperson of the Board of Trustees to resolve questions or issues related to the budget.

### ***Financial Reporting***

One week before each Board meeting, the following will be sent to the Board for review: (1) the budget vs. actual report for the operating budget; (2) the budget vs. forecast report for the operating budget; (3) the budget vs. actual report for the capital budget; (4) the budget vs. forecast report for the capital budget; (5) balance sheet; (6) the enrollment budget vs. actual report per grade for General Education and Special Education students. The Treasurer will present these reports to the entire Board at each meeting. Cash flow projections may also be provided through the end of the fiscal year to identify the months that cash flow may run negative.

At the end of the year, the following key financial statements are produced:

- 1) Balance Sheet
- 2) Income Statement
- 3) Statement of Cash Flow
- 4) Statement of Functional Expenses



## PROCESSING CASH RECEIPTS AND REVENUE

### Background

EHSACS receives revenues from the following primary sources:

- Federal Government
- State Government
- City Government
- Corporations
- Foundations
- Individuals

If total federal support for the fiscal year should exceed \$500,000, an additional audit under the guidance of OMB Circular A-133<sup>1</sup> will be conducted by the independent audit firm.

### Processing and Recording Cash Receipts

The Bookkeeper is responsible for recording cash receipts, EFT's and for generating checks in the accounting system and assigning them to the correct GL accounts. The Financial Consultants will periodically audit and review all transactions for accuracy and proper supporting documentation.

The Office Manager sorts and delivers all the mail.

- Any mail addressed to a specific staff member should be stamped as "Received" with the date, and transferred, unopened, to the addressee.
- Any mail addressed generally to the school that is not a vendor statement, city/state/federal agency, a credit/debit card statement or bank statement will be transferred to the Business Office unopened for review.
- Magazines and catalogs addressed generally to the school do not need to be stamped, but should be transferred to the appropriate individual.

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<sup>1</sup> OMB Circular A-133 Revised 2007; [http://www.whitehouse.gov/omb/assets/a133/a133\\_revised\\_2007.pdf](http://www.whitehouse.gov/omb/assets/a133/a133_revised_2007.pdf) ; access on 07/2010



Upon receipt of a credit card statement:

- The **unopened** envelope should be stamped as received and dated by the Office Manager.
- The envelope should then be transferred immediately to the Bookkeeper, or held in a locked, secure location.
- Once the Bookkeeper receives the envelope, s/he should open and review the contents.
- Upon review s/he must mark the statements as follows, “Reviewed by” (with initials and date) and “Approved by” (with signature) and attach any appropriate documentation.
- The DOO will review and sign for payment the credit card statement with the attached proper documentation.
- These statements should then be transferred immediately to the Principal for review, approval, payment and filing.

Mail that appears to contain a check should be:

- Left **unopened** and stamped as received and dated by the Office Manager.
- The envelope should then be transferred immediately to the Bookkeeper, or held in a locked, secure location. Once opened by the Bookkeeper; all checks must be stamped immediately in the designated endorsement area with “For Deposit Only”, the appropriate bank account number and the name of the school.
- The Bookkeeper will make a copy of the check, record the receipt of it in the Cash Receipts Log, maintained as an ongoing Excel file. The Cash Receipts Log file will be emailed to the DOO.

The Bookkeeper will be responsible for making all deposits. When reasonably possible, deposits must be made daily or no later than the next banking day. At the latest, checks must be deposited no later than the next banking day. Checks that cannot be deposited immediately will be placed in a locked location. Before the check is deposited, the Bookkeeper will prepare a deposit slip, copy it, and staple this to the copied check. When deposited, a deposit receipt with bank-endorsed proof of deposit will be obtained for each check.

After the check has been deposited, the Bookkeeper records the receipt of funds in the accounting system, organized by check number, date and name. If an invoice has already been created, then the deposit will be applied against the outstanding invoice(s). If not, a sales invoice is created, recognizing the revenue in the correct month(s). If the cash is not yet earned, it will be applied against the deferred revenues/unearned income general ledger account.

The Bookkeeper prints a Cash Receipts Journal to show the transaction as posted in the accounting system. This (or a document showing an invoice has been paid) is attached to the front of the copy of the check, copy of deposit slip, deposit receipt with bank-

endorsed proof of deposit, and any correspondence that arrived with the check. Together, these documents comprise the Cash Receipts Packet for the respective transaction, with the Cash Receipts Journal on top. The Cash Receipts Packet is submitted to the Principal for approval. The Principal verifies that the QuickBooks entry reflects the same data as the copied check and proof of deposit, and initials and dates all documents to indicate approval. Once signed, the Bookkeeper files the Cash Receipts Packet in the Cash Receipts and Transfers files, separated by bank account and in date order. All cash receipts and authorized transfers between accounts will be maintained in each fiscal year's Cash Receipts and Transfers files.

## **Processing and Recording Revenue**

Typically, grants received will be accompanied by specific agreements that explicitly or implicitly restrict their use and which impose unique reporting requirements – financial as well as performance. EHSACS's accounting and documentation system must be such that it is capable of meeting the individual requirements imposed by such grant agreements. Job codes and/or class codes will be attached to applicable expenses and assets so that associated grant revenues may be earned on an accrual basis. Inasmuch as the quality of grant agreements impacts its financial strength, EHSACS is committed to absolute adherence to this requirement in its reporting system. Accordingly, a reporting calendar shall be established wherein grantor accountability deadlines are tracked for compliance purposes.

### ***Revenue Recognition for Grants***

In instances where grant funds are received in advance of EHSACS expending money applicable to the grant, the grant funds are recorded in the accounting system as deferred revenue or a liability until the applicable expenses have been incurred. If the grant funds are received after the school has already expended money on goods or services that are covered under the grant, the grant funds can be recorded as revenue at the time of receipt. If the school has expended part of the grant before receiving the actual funds, the only funds that may be recorded as revenues are those that have already been spent. A corresponding receivable must also be booked to reflect the grant funds owed the school for the corresponding amount of funds expended. Any remaining grant money must be recorded as deferred revenue or a liability until the time the funds are actually expended by the school.

### ***Pledges or Grants Receivable***

A pledge is defined as an unconditional promise to give cash or other assets. GASB 33 requires that promises of private donations should be recognized as receivables and revenue in the accounting period in which they are verifiable, measurable, and probable of collection and all applicable eligibility requirements have been met.

When revenues are earned yet the cash has not been received for all or a portion of the grant/pledge, a receivable is recorded in the accounting system and revenue recognized. When EHSACS receives an unconditional pledge, it will be acknowledged in a numbered letter and sent to the donor. The Bookkeeper will enter the amount of the pledge into the general ledger. If the pledge goes beyond a year, the pledge amount recorded must be discounted to its present value. The school will only record the pledge as a receivable and recognize revenue when an unconditional promise is made in writing. The Principal and the Development Team will evaluate all pledges quarterly to verify that each item is still collectible and has been recorded properly in the accounting system.

### ***Revenue Recognition for Per-Pupil Funding***

Per-pupil funding is received by EHSACS on a bi-monthly basis, but recognized as revenues on a monthly basis. Revenue recognition journal entries are entered by the Bookkeeper and reviewed for accuracy by the Financial Consultants.

### ***Donated Goods and Services***

Donated goods and services can include office space, professional services such as outside counsel's legal advice, food, clothing, furniture and equipment, or bargain purchases of materials at prices less than market value. In addition, volunteers can provide free services, including administrative services, participation in fundraising events, and program services that are not accounted for. The Bookkeeper records donated services in the system at fair value or avoided cost, as determined by the donor and documented in writing. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses.

### ***Pre-Numbered Contributions Acknowledgment Letter***

When a school receives a donation a pre-numbered contribution acknowledgement letter stating the value of the donation is drafted by the Office Manager, signed by the Principal and sent to the donor. A copy of this letter is forwarded to the Bookkeeper attached to the check once received and filed in the Cash Receipts or Transfers file under the proper bank account, in date order.

## **Processing and Recording Additional Monies Collected**

EHSACS's staff will periodically receive monies related to lunch, uniforms and field trips. The staff must complete and sign the Cash Receipts Form and submit both the monies collected and the form directly to the Office Manager. The Office Manager will be held responsible for counting the monies received and reviewing the Cash Receipts form for accuracy. S/he then records the information in the Cash Receipts Log. The form and monies are given to the DOO for review.

The Bookkeeper will then deposit the funds and will then record the cash receipt in the accounting system. The Cash Receipts package (deposit slip and deposit summary from QuickBooks) will be submitted to the DOO to compare to the Cash Receipts Log and returned for filing.

## **Accounts Receivable Aging**

Accounts receivables outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis. The Bookkeeper should review the accounts receivable aging monthly, determine which invoices are collectible, and follow the necessary requirements based on the type of funding, in order to collect. For accounts receivable deemed uncollectible, the Bookkeeper will confirm that the Principal and/or DOO are in agreement, then credit and debit the appropriate revenue and accounts receivable general ledger codes.





## PROCESSING PURCHASES AND ACCOUNTS PAYABLE

### Background

EHSACS procures only those items and services that are required to fulfill the mission and/or fill a bona fide need. Procurements are made using best value contracting, which entails assessing the best value considering quality, performance and price.

The DOO who has the annual responsibility of reviewing the newly approved budget to uncover patterns of orders and opportunities for clustering orders to achieve volume discounts.

EHSACS adheres to the following objectives:

1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, quality, etc.
2. The school will make all purchases in the best interests of the school and its funding sources.
3. The school will obtain quality supplies/services needed for delivery at the time and place required.
4. The school will buy from reliable sources of supply.
5. The school will obtain maximum value for all expenditures.
6. The school will deal fairly and impartially with all vendors.
7. The school will be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in EHSACS supplier relationships. The school's conflict of interest policies are described in its bylaws.

In all purchasing situations, EHSACS utilizes the following procurement guidelines:

- If the vendor has a contract with New York City and/or New York State then they are called "preferred vendors" and no bidding is required.
- If the vendor's price is lower than the New York City and/or New York State approved vendor pricing for comparable products/services then no bidding is required.
- If the vendor is providing a unique service or product that is not offered by other vendors then they are called "sole vendors" and no bidding is required.

However, it does require a letter describing the unique service.

- If the vendor is not a “preferred vendor” or a “sole vendor” then a competitive bidding procedure is put into effect. This only applies to purchase orders with a total exceeding \$20,000.00. A description of the competitive bidding procedure follows.

### ***Competitive Bidding Procedure***

- ***Contracts and/or purchases under \$20,000.00*** - The school uses sound business practices when procuring goods and services for amounts less than \$20,000.00.
- ***Contracts and/or purchases greater than \$20,000.00*** - The school seeks price quotes from at least three vendors and awards the contract to the qualified vendor offering the supply or service needed for the lowest price. The DOO is responsible for soliciting and documenting these quotes and two of the Principal, Board Chair, or Board Treasurer must provide final approval. Award may be made to a vendor other than the low bidder in circumstances where the higher bid demonstrates best value contracting procedures to the school. In such situations, the DOO shall prepare a justification statement for such awards, furnishing a brief explanation of the factors leading to such a decision.

### **Approval**

Approval for purchases is garnered by filling out a Purchase Request & Order (PRO) form.

A PRO form can be solicited and filled out by any qualified EHSACS employee. The completed forms are submitted to the Office Manager for review. The Office Manager reviews the forms for accuracy of dates, account coding, quantities, and arithmetic extensions and forwards to the Principal or DOO for initial approval. Purchases totaling \$9,999.00 or less require the signature of the DOO or the Principal. Purchases over \$10,000 require the signature of both the DOO and Principal. Purchases over \$10,000 made by either the Principal or the DOO must have additional approval from either the Treasurer or Board Chairperson. The approved PRO form is then returned to the Office Manager for processing.

If necessary, teachers may occasionally purchase supplies directly from vendors and apply for reimbursement. Further information regarding expense reimbursement is provided later in this chapter.

### **Issuance and Monitoring of Purchase Orders**

The DOO works closely with the Principal to ensure that all necessary instructional and administrative purchases are made in a timely and cost-effective manner and, when applicable, in accordance with grant restrictions.



It is imperative that for all products and services a Purchase Request & Order form be filled out and approved as outlined above. The DOO is responsible for ensuring adherence to the school's procurement guidelines and determining whether the order exceeds the thresholds requiring competitive bidding. All purchasing thresholds apply to the entire order, not single items. The DOO is responsible for conducting all competitive bidding procedures, when required. In these cases, all documentation of applicable bids and/or quotes obtained will be retained and filed as a packet in the Competitive Bidding Binder, organized by the check number that ultimately paid for the item(s) in the order.

The Office Manager assigns a purchase order number to the approved PRO Form and forwards it to the DOO for second approval. For second approval, PRO forms totaling \$999.00 or less require the signature of the DOO or the Principal. PRO forms totaling \$9,999.00 or less require the signature of the Principal. PRO forms totaling \$10,000 or above require approval from the Treasurer or Board Chairperson. Once the PRO form has all approval signatures as required above, it is returned to the Office Manager who sends the order to the vendor, accompanied by any required documentation.

## **Receipt of Goods**

All goods purchased by the school are delivered directly to the school. It is the responsibility of the Office Manager to sign for delivery and maintain a log of all deliveries received. This log is forwarded to the DOO daily. The Office Manager is responsible for opening the box (es) and obtaining the packing slip(s). The packing slip will be reviewed for accuracy, stamped as received, signed and given to the DOO. The DOO will check the packing slip against the original PO. In instances where there is no packing slip, a Receipt Acknowledgement Form is to be filled out. If everything is correct and the contents of the entire purchase were received and documented on the packing slip, the packing slip will be stapled to the rear of the original PO. This packet is then filed in the Purchasing Binder under the Fully Received tab in order by vendor name. If only part of the purchase was received, the packing slip for the received items is stapled to the back of the original PO and the packet is filed under the Partially Received tab in order by vendor name, until the remaining items are received.

If everything is not correct with the order, the Office Manager will contact the vendor for a return/credit to the account. When discrepancies occur, they are investigated and resolved by the DOO.

## **Exemption from Sales Tax**

EHSACS is exempt from state and federal tax. As such, the school is exempt from sales taxes on goods purchased for their own internal use and services. It is the responsibility of the DOO and Principal to ensure that all vendors have a copy of the sales tax exemption letter allowing the organization to be exempt from sales taxes.

## **Reimbursable Expenses**

In situations where a purchase is required in short order, staff may make the purchase with their own funds and apply for reimbursement after the purchase is made. The limit for these discretionary funds is \$250 per classroom per year.

Teachers will also get \$250 per classroom per year of reimbursable expenses that have been pre-approved by the DOO (or principal in the absence of the DOO) via the Expense Reimbursement form. Expenses that have not been pre-approved will not be reimbursed, beyond the discretionary stipend. In the event that the DOO require reimbursement, the Principal must approve his/her expenses. It is the employee's responsibility to seek approval prior to incurring costs. Receipts are required for all expenditures requiring reimbursement.

Once expenses have been incurred, requests for reimbursement must be made within 30 days of expense via an Expense Reimbursement form. All receipts should be attached to the form, along with a copy of the original Expense Reimbursement Pre-Approval form. These documents are submitted to the DOO for review and approval. Upon approval, they are forwarded to the Bookkeeper for processing.

Employees should note that the school is tax exempt and therefore does not reimburse employees for tax. A copy of the Tax Exempt Certificate may be obtained from the DOO.

## **Business Travel Expenses**

Travel arrangements will be arranged by the DOO and pre-paid by the school whenever possible. In situations where expenses are incurred during the course of business travel, staff may apply for expense reimbursement. Expectations for daily expenses or per diem allowances will be determined prior to the employee trip. Employees must file for reimbursement in the manner described in the above section.

Receipts are required for all expenditures requiring reimbursement, and requests for reimbursement must be made within 30 days of expense.

### ***Mileage Reimbursement***

All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business-related travel. Parking fees and tolls paid are reimbursable if supported by receipts. The reimbursement for business miles driven is \$0.55.

All employees requesting such mileage reimbursement are required to furnish a Travel Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls. All corresponding receipts must be taped to blank sheets of paper and attached to the Travel Report. This packet must be submitted to the DOO (or Principal in the absence of the DOO) for approval within 30 days of the travel date in order for the employee to receive reimbursement. Traffic and/or parking violation tickets will not be reimbursed under any circumstances.

### **Credit Card Purchases**

EHSACS holds a credit card under the East Harlem Tutorial Program's account that will be paid by EHSACS. The credit card may be used for expenditures up to \$5,000. All credit card purchases/payments must be pre-approved via the Credit Card Purchase Request form based on the purchasing guidelines and policies outlined previously. Only the DOO, Principal, and Office Manager may make purchases with the card, once approval has been obtained.

The approved Credit Card Purchase Request form and receipt(s) are submitted to the Bookkeeper for recording in QuickBooks and filed accordingly in the proper binder. The DOO will review the bank transactions regularly to ensure that all credit card transactions have been accounted for, approved and properly recorded.

### ***Responsibilities of Cardholder***

The cardholder is responsible for the safekeeping of the card, and will be held accountable:

1. To ensure that the card is used only for legitimate EHSACS purposes;
2. To ensure that the card is NOT used for items prohibited to on the application form;
3. To maintain original receipts, invoices, purchase documents and correspondence including all detail related to the purchases on file for audit purposes, and to provide the school with copies of such documents upon request;
4. To advise EHSACS of any incorrect charges/transactions in order to follow-up and obtain credit from the issuing institution if warranted.

### ***Cancellation and Renewal of Cards***

Should an individual leave their position or role with EHSACS, he or she must immediately return the card to the school's finance department, which will cancel it. Cards may be cancelled at any time by EHSACS if any of the policies, procedures and guidelines is not followed, and/or if there is not compliance to any of the terms and conditions outlined on the application form and in this policy.



## PROCESSING CASH DISBURSEMENTS

### Processing Invoices

All invoices are mailed to EHSACS directly. The DOO and Bookkeeper are responsible for reviewing the invoices assigning the proper accounting codes per the Chart of Accounts, signing and dating all invoices. He/she is responsible for collecting accounts payable documentation required for processing invoices. The Bookkeeper will assemble the following documentation for payments: invoice/purchase order, name and address of vendor, amount, GL code, payment details, and packing slip or receipt acknowledgement form and forward the invoice package to the DOO for additional review and approval. Once approved the invoice is entered into the accounting system by the Bookkeeper.

If an invoice is received prior to receipt of goods, the Office Manager or DOO will file the invoice in the Purchasing Binder under the Invoices without Packing Slips tab, in order by vendor name.

Once the goods have been received (or in the case that the shipment had already been received at the time of invoice arrival), the Office Manager or DOO staples the invoice to the back of the corresponding packet composed of packing slip, purchase order, and Purchase Request form. This expanded packet is now a complete Cash Disbursement packet (invoice/packing slip/purchase order). The Cash Disbursement packet is filed in the Purchasing Binder under the Invoices to be Posted tab, in order by vendor name.

In instances where invoices cannot be obtained and a payment is required, a Check Request form is filled out. In this case, any applicable documentation to back up payments requested should be attached. The Check Request form will document the payee, payment due date, amount of payment, etc.

The Bookkeeper establishes the vendor file in the accounting system and reviews the invoice for any purchase discounts dates and properly captures the discount period in the system. He/she posts invoices to the accounting system with the correct general ledger codes and then moves the Cash Disbursement packet to the Invoices to be "Paid" tab of the Purchasing Binder, sorted by vendor name.

## Cutting Checks

The Bookkeeper will maintain all blank check stock in a locked location. All checks will be pre-numbered, voucher style, containing one stub for the vendor (attached to all outgoing checks) and one to be filed with all supporting disbursement documents.

Checks are run once a week or as needed by the Bookkeeper. Check preparation and signatures are prepared not later than the due date, consistent with available discounts if available.

The Principal, Board Chairperson and Board Treasurer are signatories on the checking account. Checks below \$10,000 are signed by the Principal. In his/her absence, the Board Chairperson or Treasurer may sign. Checks above \$10,000 require a second signature from either the Board Chairperson or Treasurer. .

### **Process Summary:**

- The Bookkeeper prepares invoice package for processing.
- Invoice package is reviewed, approved by DOO and forwarded to Bookkeeper for processing.
- The Bookkeeper enters the invoice in the accounting system and files the paperwork appropriately.
- The Bookkeeper determines invoices to be paid once a week based on Accounts Payable Aging Report from the accounting system.
- The Bookkeeper cuts the check.
- The check is submitted to the required signatories (see above) for signature(s), along with the corresponding Cash Disbursement packet (invoice/packing slip/purchase order).
- At the time the check is signed, any required signatories should review the supporting documentation to ensure they are signing a check for the correct amount and to the correct payee.
- The Bookkeeper staples the check stub or copy of the signed check to the top of the Cash Disbursement packet and files it in the Cash Disbursements Binder in check number order, starting with the first check after July 1<sup>st</sup> and ending with the last check on June 30<sup>th</sup>.
- The Bookkeeper mails the check to the vendor awaiting payment. Electronic fund transfers may also be used, where the same authorizations as checks will be obtained using an Electronic Payment Authorization form. See below for details.

In no event shall an authorized signatory approve an invoice, execute a check, or

authorize a disbursement of any kind, payable to him/herself.

Any and all voided checks should be stamped “Void” with the date and filed in the Cash Disbursements files in check number order. If a check has gone missing, use a Missing Voided Check Substitute form to act as a placeholder in the Cash Disbursements Binder.

## **Online/Phone/Fax/EFT Payments**

Payments made online or by phone, fax, or electronic funds transfer (EFT) may be processed by the Bookkeeper or DOO only after an Electronic Payment Authorization form is approved by the proper signatories (detailed above). The Electronic Payment Authorization form will take the place of a traditional check. Any such payment is documented by a printed confirmation and stapled to the invoice. QuickBooks creates journal entries based on the vendor as cash is credited and the appropriate expense type is debited. Electronic payments will be recognized in QuickBooks just as if it were a check, by entering a unique transaction number in place of the check number. The Electronic Cash Disbursement packet composed of Electronic Payment Authorization form, confirmation page, and any other supporting documentation, is filed in the Online/Phone/Fax/EFT Disbursements Binder in date order.

## **Recurring Expenses**

Recurring expenses do not require any sort of special treatment. Payments for goods and services that are required on a regular basis (e.g. equipment lease, insurance payments, rent) are handled in the same manner as non-recurring expenses, as described above.

## **Accounts Payable Aging**

Accounts payables outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis. The DOO or Principal will review the accounts payable aging monthly, determine the available cash balances while taking into consideration other cash requirements in the near future and select which items to pay.

## **Outstanding Checks**

1. In the event that a check has been disbursed to a vendor for a product or service and the check has not been deposited over a period of at least three months, the Bookkeeper will contact the vendor to confirm whether it is still in-hand, or whether another check should be reissued. If the check is still in hand, the Bookkeeper will encourage the vendor to deposit the check within one week.
2. In the event that a vendor requests for a check to be reissued:
  - The Bookkeeper will void the original check in the accounting system.
  - The Bookkeeper will photocopy the backup documentation that was attached to the original payment, obtain approval according to the check approval policies, confirm all vendor information, and send the check to the vendor.
3. In the event the vendor cannot be contacted by phone, letter, or email, the Bookkeeper will confirm that the DOO is in agreement to write the check off, then make the appropriate entries in the accounting system.
4. In the event that a check is from the previous fiscal year is not cashed, the check will be voided as a journal entry to the appropriate cash and expense general ledger codes in the current fiscal year, so as to not alter the ending balances for the prior fiscal year.
5. In the event the vendor confirms payment was already made via an alternative method not recorded in the accounting system, an investigation will be conducted to understand how the original payment was made and then make the appropriate entries in the accounting system.
6. In the event the outstanding check exceeds \$250.00, the Bookkeeper will work with the bank to issue a stop payment on the check to ensure that it is not cashed.

## **Petty Cash Account**

EHSACS does not maintain petty cash.

## **Insurance Coverage**

Insurance coverage is maintained pursuant to applicable law.

Currently, EHSACS maintains insurance policies, including: Directors and Officers, Umbrella, General Liability, Property, Business Interruption, Inland Marine, Crime, Automobile Liability, Worker's Comp and Employers' Liability, NYS Statutory Disability, Student Accident, Catastrophic Student Accident, and Excess Liability. See



## Annex 3

The Board of Trustees, DOO, Principal and the Bookkeeper will conduct a semiannual review of coverage amounts. The purpose of this review will be to ensure there are adequate means by which to preserve the school's assets and lower the risk of being underinsured. Any proposed changes must be approved by the Board of Trustees and recorded in board meeting minutes. New coverage's will be executed by the DOO. The DOO is responsible for procuring annual renewals with the school's insurance broker. Quotes for renewal will be procured at least one month in advance of a policy's expiration, and presented to the Board of Trustees for review and approval. The Treasurer of the Board participates in this review.

The DOO maintains original copies of all insurance policies at the school, filed in the Insurance Binder by type of insurance. A new binder is created for each fiscal year. When possible, copies of all current insurance policies are saved electronically on a server where the leadership team can view and access the information.

EHSACS requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Trustees.

### **Political Contributions**

No funds or assets of EHSACS may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. EHSACS also cannot be involved with any committee or other organization that raises funds for political purposes. Examples of prohibited activities are:

- Political contributions by an employee that are reimbursed by the school organization.
- Purchase by the organization of tickets for political fundraising events.
- Contributions in kind, such as lending employees to political parties or using school assets in political campaigns.



## MANAGEMENT OF CASH

### Accounts

EHSACS has the following three (3) bank accounts with JP Morgan Chase; 1) Checking Account (Operating Account), 2) Checking Account (Escrow Account) 3) Savings Account. In all instances, the school is utilizing its accounts in a way that safely maximizes its overall interest income. The school has 3 authorized signatories on the accounts; Board Chairman, Board Treasurer and Principal. Bank statements are received monthly and are always opened by the Bookkeeper. In addition, the bank will send a copy of each statement directly to the Board Treasurer.

In the event that the organization wishes to open a new bank account, board approval is required. As part of the approval, the Board must describe the purpose of the account, signatories, and signatories' authority. The vote to approve and all associated determinations must be recorded in the board minutes. Should the school wish to close a bank account, Board approval is also required and will be documented in board minutes.

EHSACS recognizes that federal insurance on deposits with any bank is limited to a total of \$250,000.00, regardless of the number of accounts held. In the event the balance in a school account is anticipated to be in excess of the insurance coverage, a "re-positioning" agreement is to be negotiated with the financial institution in order to secure such deposits in excess of federal coverage.

## **Bank Statements**

Bank Statements are to be forwarded directly to the Bookkeeper (unopened).

## **Bank Reconciliation**

Monthly bank account reconciliations are processed by the Bookkeeper using the QuickBooks Bank Reconciliation module. Any irregularities shall immediately be reported to the DOO and Principal. A reconciled Bank Reconciliation report from QuickBooks is printed and attached to the bank statement. The completed report is submitted to the DOO for review, initialed by each filed in the Bank Reconciliation files in date order, sorted by bank account.

## **Cash Transfers**

Cash balances in all EHSACS bank accounts will be monitored by the Bookkeeper to ensure that the adequate amount of funds are on hand to meet the organization's financial obligation. At the discretion of the Bookkeeper and DOO, funds are transferred as needed by the Bookkeeper. Transfers over \$10,000 require approval of one of the account signatories.

## **Investment of Funds**

At present, EHSACS does not have any investment accounts. As such, this section does not currently apply to EHSACS. When the school has funds available for investment, the following policies will apply.

The Board of Trustees sets the investment policy for EHSACS. The investment policy provides general guidelines regarding the type of investments deemed appropriate and the objectives of each investment (e.g., overnight deposits for excess cash, 90 day Treasury notes for excess working capital, etc.). The Treasurer of the Board of Trustees has been designated to implement the Board's investment policy. The DOO has been granted authority to:

- Purchase and sell investments
- Have access to investment certificates
- Keep records of investments and investment earnings

- Review and approve investment accounting, bank and broker statement reconciliations, adjustments to the carrying value of investments, and other decisions regarding investments

### *Authorization of Investment Vehicles*

Annually, the organization's Board of Trustees authorizes use of specific depository and investment banks and brokerage firms. This authorization is documented in the minutes of the applicable board meeting and communicated to the Principal & DOO. The DOO communicates the authorization and a list of those personnel designated as authorized agents for the agency to the appropriate banks and firms. As a part of the annual authorization process, the Board Treasurer in consultation with the DOO evaluates the organization's prior relationship with banks and brokerage firms to determine suitability for renewal. Such evaluation considers service responsiveness, types of investments offered, quality of investment advice, service and transaction charges, and any other relevant criteria.

### *Authorization of Investments*

All transactions regarding investments must be properly authorized by the Board Treasurer and properly communicated to the Board of Trustees. Such transactions include:

- Purchases
- Sales
- Movement to and from safekeeping (the physical safeguarding of assets through use of a vault, safe deposit box, or independent custodian)

### *Investment Purchases*

Investment purchases are made by check or bank transfer after compliance with the following procedures:

- A determination that the purchase transaction is properly authorized in accordance with agency policy
- Preparation of a check requisition or a bank transfer request to accompany the investment purchase/sale authorization form

### *Investment Sales*

Investment sales are transacted after compliance with the following procedures:

- A determination that the sale transaction is properly authorized
- The sales authorization is sent to the agent handling the sale transaction for investments held on the premises. Authorization to the agent is communicated in writing. If investments are kept off site, authorization to release the document from safekeeping is provided to the custodian. The custodian provides the agency with a receipt documenting the release from safekeeping. The receipt should be filed in the investment files.

### ***Investment Sales Gain or Loss***

The Bookkeeper will calculate the expected gain or loss upon sale or other disposition of an investment, before a decision regarding the sale is finalized. The calculation is updated/finalized subsequent to the sale and documented in the investment file.

### ***Investment Sales Proceeds***

Proceeds from the sale of investments are received either by check or bank transfer, to the attention of the Bookkeeper. A copy of the receipt or deposit ticket is included in the investment file.

### ***Investment Results Reports***

Monthly reports detailing the earnings and activity in all investment accounts are prepared by the Bookkeeper and distributed to appropriate management and board personnel. The summary of all transactions for the month is recorded in the general ledger through the use of a journal entry by the Bookkeeper. This is reviewed by the Financial Consultant.

### ***Reconciliation of Investment Accounts***

Investment account balances are reconciled with the general ledger balance, by the Bookkeeper on a quarterly basis. Such reconciliation is reviewed by the Financial Consultant and approved by the DOO.

### ***Investment Account Balances Agreed to Third Party Statements***

Amounts recorded on the general ledger and supporting schedules are reconciled to third-party statements at least quarterly and preferably monthly, if possible. For those investments held on the agency's premises or at a safe deposit vault, quarterly physical inventories are performed and reconciled to the supporting schedules. The Bookkeeper performs these reconciliations.



## **DEBT**

Board approval is required for incurring any debt of EHSACS other than operating trade payables and budgeted payroll payables. The authorization must be documented in the minutes of the meeting of the Board, as well as a Board resolution to be presented to the third party with whom the debt is being established. The Board Chairperson will be authorized to negotiate and sign for any such debt as approved by the Board of Trustees.

Any loan covenants and restrictions will be reported to the full Board when the debt is authorized. The Bookkeeper, Financial Consultants and Auditors will periodically review these covenants and report to the Principal, DOO and Board if there are any violations or potential violations of the covenants.

The Board Chairperson will sign any debt agreements after receiving full Board approval.

The Bookkeeper will reconcile the general ledger debt balances to statements or amortization schedules each month. In addition, accrued interest will be recorded in the general ledger as needed. This will be reviewed by the Financial Consultants.



## CONTRACTS & LEASES

The Principal or Board Chairperson will be authorized to sign contracts and lease agreements on behalf of the school once approved as outlined in Chapter 3.

Contract & lease details will be reported to the Board when executed. The Bookkeeper, Financial Consultants and Auditors will periodically review these details and report to the Principal and Board if there are any violations or potential violations of the covenants. The Bookkeeper and Financial Consultants will ensure that the appropriate accounting entries are made to properly reflect the obligations of the contract based on Generally Accepted Accounting Principles.



## **FINANCIAL REPORTING AND TAX PREPARATION & FILING**

### **FINANCIAL REPORTING**

The Bookkeeper prepares the monthly financial statements as detailed in Chapter 1, Section 5.

### **PREPARATION OF FORM 990**

The preparation of the school's Form 990 will be contracted out to the independent accountants. The Bookkeeper, DOO and Principal will be responsible for providing the information needed to prepare the report.

The Bookkeeper and DOO will review the 990 and forward to the Principal for additional review. Any changes are communicated to the independent accountants and a revised draft then forwarded to the Board for approval once the final review has been completed. The Board Treasurer must approve the Form 990 prior to filing. The returns must be signed by the Board Treasurer on behalf of the full Board.







## **PAYROLL**

### **Hiring**

EHSACS's philosophy is that success depends on hiring highly qualified professionals who are dedicated to ensuring that the services rendered to the students are of high standards. Under the direction of the Principal and DOO, with consultation and consent of the Board as needed or required as detailed below, EHSACS will recruit highly qualified candidates to fill positions and meet its mission.

Requests for new employees are initiated by the DOO compared with the approved annual personnel budget. The DOO will recruit through a comprehensive process that includes advertisements in Local newspapers and educational journals, extensive networking and/or use of regional and national educational search firms. Any new hire will be subject to a full investigation, including a background check, fingerprinting, and references from former employers. Once the new employee is hired, the DOO will collect all necessary payroll data and communicate it to the outside payroll service provider. New employees complete an Application for Employment and the IRS W-4 Form and I-9 Form.

If a situation arises where an employee must begin service before fingerprint clearance is obtained, the employee must receive an Emergency Conditional Appointment that has been approved by EHSACS's Board of Trustees. Under a conditional appointment, the staff person will be supervised on a regular basis to ensure the safety of students. Employees who have never been fingerprinted for the New York State Education Department or the New York City Board of Education must be fingerprinted at the New York City Center for Charter School Excellence, New York City Board of Education Office in Brooklyn, any police precinct, or another entity arranged or approved by EHSACS.

## **Salary Determination**

EHSACS has established a method for determining compensation for all instructional and non-instructional staff positions. The Principal will use DOE salary guidelines as a guide to create a competitive wage structure aimed to attract potential staff members with wages superior to DOE. Each year, the Principal will review and refine this schedule to ensure that the percentage increase above DOE will be attractive to new hires as well as retaining current staff members. The schedule is presented to the Board for final approval as part of the school's overall annual operating budget approval process. Non instructional staff schedules are established by the Principal and approved by the board as part of the budget and hiring process. The Board of Trustees approves the hiring of the Principal, Assistant Principal and Director of Operations and determines their salaries. Any such decisions will be captured in the Board meeting minutes. Any changes to a staff member's salary will be approved by the DOO in writing or electronically and documented via a Personnel Action Form. A copy of this form will be maintained in the employee file.

## **Bonus Policy**

Bonus calculations, requirements, and eligibility are determined by the Board of Trustees for the Principal, Assistant Principal and Director of Operations. For all other staff members, the Principal and DOO create a schedule of recommended bonuses which is then reviewed and approved by the Board.

## **Compensation Accrual**

Although each fiscal year starts on July 1st and ends on June 30th, not every staff member's service start and end dates will mirror the fiscal year. In order to accurately record these expenses according to GAAP, wages may be accrued. For example, if a teacher works from August 16th through June 30th, yet is paid from August 16th through August 15th, 1.5 months of wages will be accrued to the prior fiscal year for the period of July 1st to August 15th. Wages will be accrued according to the start and end dates of pay in order to recognize expenses in the correct fiscal year.

## **Employees vs. Independent Contractors**

When EHSACS makes the choice to utilize an independent contractor, it first ensures that the individual does qualify as an independent contractor and should not be categorized as a regular employee. A bona fide independent contractor does not have taxes withheld and typically invoices the school to receive payment. Before the school engages an independent contractor, it sets up the relationship in such a way as to

ensure that the status is in accordance with employment and tax law. Generally, if a worker is being managed closely on a day-to-day basis, he or she must be paid as an employee and have statutory deductions taken from his/her paycheck. In analyzing whether or not a worker qualifies as an independent contractor, the school should review each of the questions below.

**The following questions are designed as a guide to help delineate between employees and contractors:**

- How much control does the employer exercise over the worker?
- Who sets the hours and schedule for the worker?
- How much control does the worker have over the manner in which they go about their work – i.e. does the employer dictate how the job is done or simply expect the job to be finished?
- Does the worker use his or her own tools or equipment?
- Is the worker located on the employer's premises or does s/he work out of his or her own space?
- Is the worker exclusively employed by the employer or free to contract with others to provide the same or a similar service?
- Do the contract terms pay the worker a fixed sum, with the obligation to pay expenses, payroll taxes, and any relevant benefits resting with the worker?
- Does the worker use company letterhead?
- Who pays for the worker's expenses?

## **Utilization of Independent Contractors/Consultants**

Once the determination has been made that a worker is an independent contractor, the school creates a written contract directly identifying the individual's status as an independent contractor and detailing why the relationship is as such. Part of the contract should enumerate the rights and responsibilities on both sides of the independent contractor agreement. This includes clearly identifying the worker's responsibility to pay estimated tax, self-employment tax, and so on. The utilization of all consultants and contract personnel are sufficiently evidenced by:

- a. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- b. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- c. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and EHSACS's rights to educational curricula and intellectual property developed (if applicable).

In processing payment for any independent contractor, a W-9 form must be filled out prior to issuance of the first payment for services provided. In all cases where compensation exceeded the \$600.00, a 1099-Misc will be issued, as required by law. Any organization classified as an LLC or LLP is also required to complete form W-9 and be issued a 1099 if services billed are more than \$600.00.

## Obtaining Payroll Information

The DOO is responsible for the following:

### *Establishing a Personnel File for Each Employee*

The personnel file serves as a chronological performance record throughout the employee's tenure with the organization and, as such, are kept secure and confidential. Personnel records are kept for a minimum of ten years. All personnel files must be kept in a locked file cabinet. Access to such personnel files is limited to the DOO and Principal.

Employee files are the sole property of EHSACS. No employee can review or access his or her own personnel file without the written permission of the DOO and Principal. The employee will be provided with the opportunity to rebut and respond to any document contained in the personnel file in writing. All materials associated with the rebuttal and response shall stay in the personnel file. Any employee may examine his or her personnel file in the presence of the DOO and Principal. The employee may take written notes concerning the contents of the personnel file, and may add comments for inclusion in the file. No personnel file is to be copied or removed from the office where it is kept unless expressly permitted in writing by the DOO and Principal.

A separate binder in a separate locked location is maintained for I-9s, (including copies of Driver's Licenses/State IDs and Social Security Cards or Passports), as required by the U.S. Department of Homeland Security<sup>2</sup>. Each I-9 form is filled out entirely. All information entered on the I-9 is verified by the DOO who signs off on the form after seeing original copies of all required documentation (copies are only made for the file, and are not acceptable forms of initial verification).

EHSACS complies with the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA)<sup>3</sup> with

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<sup>2</sup> Form I-9, Employment Eligibility Verification; <http://www.uscis.gov/files/form/i-9.pdf>; access on 07/2010

<sup>3</sup> Health Insurance Portability and Accountability Act (HIPAA); <http://www.hhs.gov/ocr/privacy/hipaa/administrative/index.html>; access on 07/2010

regard to the dissemination of private health information (PHI) of school employees. In order to comply with all rules and regulations, including the Americans with Disabilities Act (ADA)<sup>4</sup>, EHSACS will keep all medical records and all other related documents separate from the personnel file. Employees should consult with the DOO or Principal for further information concerning the school's privacy practices.

Annex 4 contains a list of documents to be completed upon employment and filed according to Federal, State and Local regulations and Human Resources best policies and practices

### ***Employee Information***

In order to prepare a payroll, the DOO obtains and maintains the following information for each employee:

Information	Source of Data
Name and Address	W-4
Social Security Number (SSN)	W-4
Date of Birth	I-9
Job Title	Job Description
Wage Rate	Employee Agreement/Offer of Employment
Withholding Status	W-4
Other authorized deductions	Employer information sheet

### ***Analyzing Job Information***

The Fair Labor Standards Act (FLSA)<sup>5</sup> sets employee minimum wage and overtime requirements. Job positions are classified as either exempt or non-exempt from the requirements. These requirements are summarized below and are adhered to by the school.

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<sup>4</sup> Americans With Disabilities Act of 1990, as Amended; <http://www.ada.gov/pubs/adastatute08.pdf> ; access on 07/2010

<sup>5</sup> Fair Labor Standards Act (FLSA); <http://www.dol.gov/whd/flsa/index.htm> ; access on 07/2010

Attribute	Exempt	Non-exempt
Payment amount	The employer pays an exempt employee a fixed salary for any and all work performed during a workweek. Minimum wage and overtime pay requirements do not apply.	The employer may pay a non-exempt employee using an hourly, salary, commission, or any other method. Total compensation must be at least the minimum wage for all hours plus overtime pay for hours over the maximum.
Pay deductions	Generally, deductions for time not worked may not be made from salary.	The employer pays a non-exempt employee only for the hours worked. Therefore, wage deductions may be made for tardiness, full- or partial-day absences, and any time the employee does not work.

**NON-EXEMPT employees** are entitled to overtime pay for all hours worked over 40 hours in a workweek under the Fair Labor Standards Act. Non-exempt employees do not receive compensation for their lunchtime and they may not work during lunchtime.

**EXEMPT employees** are not entitled to overtime pay under the Fair Labor Standards Act.

In addition to the above categories, each employee will belong to one other employment category:

- **REGULAR FULL-TIME employees** are those who are not in a temporary status and who are regularly scheduled to work EHSACS's full-time schedule. A regular full-time employee is one who works thirty-five (35) or more hours per week.
- **PART-TIME employees** are those who are not in a temporary status and who work continuously for a specified number of hours per week, which is at least twenty (20) hours per week and less than a regular schedule of thirty-five (35) or more hours per week. Part-time employees receive all legally mandated benefits (such as Social Security and workers' compensation insurance).
- **TEMPORARY employees** are those that are hired for short-term periods, usually no longer than 6 months. They will receive all legally mandated benefits but are not eligible for EHSACS's discretionary benefits.

Additionally, employees may be hired as ten- or twelve-month employees. Ten-month

employees include, but are not limited to teachers and program staff. Twelve-month employees include most administrative employees. This determination is made at the time of hire and is indicated in the employee's hire letter or employment contract, if applicable.

### ***Withholding Status***

The completed W-4 and IT-2104 forms serve as a basis for employee withholding. If an employee needs to change withholding allowances, the employee must file amended W-4 and IT-2104 forms within 10 days of an event that *increases or decreases* the number of withholding allowances. An employee may amend his/her W-4 and IT-2104 forms to increase the number of withholding allowances at any time. In addition, employees are required to notify the DOO of any change in name, family status, address, telephone number, emergency contact or other information concerning personnel data held or used by EHSACS within two (2) weeks of any change. Any employee who fails to notify the DOO of any change in the above information within the two-week reporting period may be subject to disciplinary action, including termination of employment.

When W-4 and IT-2104 forms are received, the school's operations team will comply with the new withholding instructions by the next payroll period. The withholding instructions will usually continue to apply unless and until the employee amends the W-4 and IT-2104 forms.

Although not obligated to evaluate an employee's number of exemptions, the school has three duties relating to the contents of the W-4 and IT-2104 forms:

1. Disregard invalid W-4 and IT-2104 forms. A form is rendered invalid if the employee changes or adds language to the form.
2. Report excessive allowances. The organization is required to send copies of all W-4 and IT-2104 forms claiming more than 10 withholding allowances along with the organization Form 941 to the IRS.
3. Report full exemptions. The organization is required to send the IRS all claims for full exemptions from withholdings by employees with normal weekly wages of more than \$200.00.

Because of their importance to both the IRS and to employees, the school retains signed originals of the W-4 and IT-2104 forms (no copies) for four years after the annual employment tax returns are filed.



## **Time Reporting Procedures**

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives.

The Bookkeeper will keep track of all sick days, personal days, vacation days, professional development days, holidays, bereavement or any other days that exempt employees are not at work.

All employees are responsible for recording the actual time they have worked. Federal and state laws require EHSACS to keep an accurate record of time worked in order to calculate pay and benefits. EHSACS complies with applicable federal, state and local wage and hour laws. If an employee suspects that an error in pay has been made, the employee must immediately bring the issue to his or her supervisor's attention for prompt investigation and any necessary correction will be made. EHSACS will not tolerate any form of retaliation against an employee who reports a violation, files a complaint, or cooperates in an investigation concerning payment of wages. Violators of this policy will be subject to disciplinary action, up to and including termination of employment.

Time worked is solely the time actually spent on the job performing assigned duties and should not include any time that is spent not working or any time off that is taken during the workday. All employees must accurately record the time they begin and end work, the time they begin and end each meal period, and the beginning and ending time of any split shift or departure from work for personal reasons. All overtime work must be approved by the supervisor before it is performed. Violators of this policy will be subject to disciplinary action, up to and including termination of employment.

EHSACS requires all employees to regularly complete accurate timesheets. These timesheets are due at the end of every pay period and must be timely and accurately provided to the employee's supervisor. Failure to do so may result in disciplinary action, up to and including termination of employment. Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented. Completed timesheets must be signed by both the employee and the employee's direct supervisor.

Hours charged on timesheets are reconciled to attendance records by the Bookkeeper who then forwards the timesheets to the Principal for review and approval. Once approved, they are returned to the Bookkeeper for processing and communication to the payroll vendor.

Altering, falsifying, or tampering with time records or recording time on another employee's time record will result in disciplinary action, up to and including termination.

Salaried, exempt employees are paid their entire salary for every day in which they perform any work. Deductions from an exempt employee's pre-determined salary or charge against an exempt employee's accrued leave may be taken under one of the following circumstances, unless otherwise prohibited by law:

1. the employee is absent from work for one or more full days for personal reasons (other than sickness or disability);
2. the employee is absent for one or more full days due to sickness or disability and has exhausted or has not yet accrued enough leave time;
3. the deduction is made to offset any amounts received as payment for jury fees, witness fees, or military pay;
4. the employee is on an unpaid disciplinary suspension imposed in good faith for violating published workplace conduct rules (e.g., rules against workplace harassment or safety rules of major significance);
5. It is the employee's first or last week of employment and he/she is paid a proportionate part of his/her full salary.
6. the employee has exhausted or has not yet accrued enough leave time to offset one full day absents from work or lateness

EHSACS makes a good faith effort to comply with this salary policy. If, however, an employee believes an improper deduction has been taken from his/her salary, the employee should contact the DOO who will investigate the deduction and any discrepancies and advise the employee of his/her findings. If the DOO determines that a deduction was incorrectly made, EHSACS will reimburse the employee for that deduction in the subsequent payroll once that adjustment is approved by the Bookkeeper.

Overtime pay applies only to non-exempt employees. When operating requirements or other organizational needs cannot be met during regular working hours, employees may be required to work overtime. Whenever possible, employees will be given the opportunity to volunteer for overtime work assignments, and every effort will be made to distribute overtime opportunities as equitably as possible to all employees qualified to perform the required work. Overtime pay is provided to non-exempt employees in accordance with federal and state wage and hour laws that generally require time-and-one-half the employee's regular rate of pay for any hours worked beyond 40 hours in a

workweek. Overtime pay is based on actual hours worked.

Time off for no-fault days, leaves of absence, and unpaid lunch hours will not be considered hours worked for purposes of calculating overtime pay. All overtime work must have the supervisor's prior authorization. Employees who work overtime without prior authorization will be subject to disciplinary action, up to and including termination of employment.

## Processing Payroll

The Bookkeeper will develop an Excel spreadsheet containing the school's entire payroll which he/she will maintain and update each payroll. The Bookkeeper will input the approved payroll data into the ADP system, creating an official Payroll Register Preview. The ADP Payroll Register Preview is reconciled to the Excel spreadsheet maintained by the Bookkeeper who reviews and forwards to the DOO or Principal for approval. Once approved, the Bookkeeper will submit the payroll to ADP for final processing. The ADP Payroll Register Preview as well as the original Excel spreadsheet is then filed in the Payroll binder. This process is repeated every pay period, with any and all changes to payroll recipients or amounts reflected in the spreadsheet. Payroll is recorded in QuickBooks by the Bookkeeper.

The school uses an outside service, ADP, to process its payroll. Please note, in processing payroll for any independent contractor, a W-9 form must be filled out prior to issuance of the first payment for services provided.

Payroll Processing is comprised of the following:

Responsibility	Performed by
Obtaining/Processing Payroll Information	Bookkeeper
Computing Wages	ADP
Performing Pay Period Activities	ADP
Preparing various annual payroll tax returns	ADP
Preparing 1099's*	Bookkeeper and/or ADP

\*for independent contractors, LLPs and LLCs only

The school is on a semi-monthly payroll cycle which is made up of twenty-four (24) pay periods per year. 10-month salaried employees' (i.e. Administrators, Managers,

Secretaries and clerks) pay is spread out over these 24 pay periods to cover the summer months. 12-month employees will follow the same pay schedule as the 10-month salaried employees. Part-time hourly employees are only paid for time worked. Changes will be made and announced in advance whenever EHSACS holidays or closings interfere with the normal pay schedule.

Once payroll documents are received from the payroll vendor (e.g., calculations, payrolls and payroll summaries), they are compared with timesheets, pay rates, payroll deductions, compensated absences etc. by the DOO and submitted to the Bookkeeper for approval. Once the payroll run is approved and signed, payroll payments by check, direct deposit or cash are distributed to employees by the DOO, and the Payroll Register filed in the appropriate binder.

The Bookkeeper controls and monitors all payroll checks that are not deliverable and not cashed. If an employee is given a paper paycheck and loses that check, he or she must submit a written request for a new check to be issued to the Bookkeeper. The request must indicate the date on the check, the pay period it covered, and the amount. The employee must also certify that he or she believes the check to be lost and that if the employee finds the check, he or she will return it to Bookkeeper. A new paycheck will be issued to the employee as soon as practicable after the request is submitted.

### ***Payroll Tax Compliance***

The payroll vendor is responsible for the preparation of the periodic payroll tax filings. The Bookkeeper is responsible for reviewing all payroll tax documents and supporting schedules for accuracy and completeness.

EHSACS maintains a schedule of required filing due dates for:

- a. IRS Form W-2 - Wage and Tax Statement.
- b. IRS Form W-3 - Transmittal of Income and Tax Statements.
- c. IRS Form 940 - Employer's Federal Unemployment (FUTA) Tax Return.
- d. IRS Form 941 - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
- e. IRS Form 1099 MISC (also 1099-DIV, 1099-INT, 1099-OID) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
- f. Quarterly and annual state(s) unemployment tax return(s).

## **Periodic Payroll Reconciliations**

### ***Reconciling Employee Payroll Deductions***

On a monthly basis, the Bookkeeper reconciles deductions made from employees to the payments made to insurers, benefit plan providers, and other payees.

### ***Quarterly Reconciliation of Payroll to Accounting Records***

The Payroll Register, the Payroll Register Preview, time sheets for additional work by staff members and expense reimbursements (if any) are filed in Quarterly Payroll binders, according to each pay date by fiscal year. On a quarterly basis, the Bookkeeper performs a reconciliation of all salary accounts in the general ledger, as compared to the salary reported by the payroll processing company on the Form 941 and/or other Quarterly Payroll Return. Any variances are researched and cleared within the month following quarter end.

### ***Annual Reconciliation of Payroll to Accounting Records***

On an annual calendar basis, the Bookkeeper in conjunction with the Financial Consultants performs a reconciliation of the following:

- Gross salaries per all Forms 941
- Gross salaries per W-2 forms
- Gross salaries per General Ledger
- Variances are researched and cleared by January 31 of the following year

## **Protecting Payroll Information**

Salary information constitutes sensitive information. It is the responsibility of the DOO and Bookkeeper to ensure that all payroll information is kept secure and confidential. The security of personnel files is described above. In addition, the Bookkeeper will maintain in a locked cabinet the payroll registers that are delivered with pay stubs as well as the vouchers and live checks for those that are not enrolled in the direct deposit program.

## **Changes to Payroll Information**

Changes to personnel data are initiated with a Personnel Action form. This is used when making any changes that affect payroll—new hires, terminations, pay rate changes, or payroll deductions. The DOO or Bookkeeper can authorize any changes to payroll data. The payroll vendor processes authorized changes to the payroll data and a copy of the Personnel Action Form is retained in the employee's personnel file.

## **Terminations and Resignations**

The DOO and Bookkeeper ensure that any departing employee, whether terminated or resigned, is removed from the payroll immediately after his or her last payment is made.

EHSACS will generally schedule exit interviews at the time of employment termination. The exit interview will afford an opportunity to discuss such issues as employee benefits, conversion privileges, repayment of outstanding debts to EHSACS, or return of EHSACS-owned property. Suggestions, complaints, and questions can also be voiced.

Since employment with EHSACS is based on mutual consent, both the employee and EHSACS have the right to terminate employment at will, with or without cause, at any time.

Employee benefits will be affected by employment termination in the following manner. All accrued, vested benefits that are due and payable at termination will be paid. Some benefits may be continued at the employee's expense if the employee so chooses. The employee will be notified in writing of the benefits that may be continued and of the terms, conditions, and limitations of such continuance.

Upon termination or effective resignation date, all employee belongings are removed immediately, and all employer belongings are returned immediately. The Personnel Action form is filed in the employee's personnel file.

In the event that a key staff member in finance or operations is incapacitated or terminated, EHSACS will hire a financial consultant to fill in until a permanent replacement is hired. When a replacement is identified, the financial consultant will professionally train the new hire to ensure a sound transition. In addition, EHSACS will continue to develop written desktop procedures for each of these key finance and operations staff positions so that they are not completely reliant on outside consultants.

## **Unused Vacation and Sick/Personal Days**

### ***Unused Vacation Benefits***

Vacation time off is paid at the employee's base pay rate at the time of vacation for the amount of hours absent. It does not include overtime or any special forms of compensation such as incentives, commissions, bonuses, or shift differentials. Vacation must be taken by the end of the year. Any unused vacation at the end of the year will be forfeited.

Upon termination of employment, employees will be paid for unused accrued vacation time.

### ***Unused Sick/Personal Day Benefits***

Sick/personal leave benefits will be calculated based on the employee's base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, bonuses, or shift differentials.

Sick/personal leave benefits are intended solely to provide income protection in the event of illness or injury, and may not be used for any other absence. Unused sick/personal leave benefits will not be paid out to employees while they are employed or upon termination of employment except as part of the retirement package.



## PROPERTY AND EQUIPMENT

### Background

The DOO is responsible for ensuring that accurate inventories are maintained so that all assets are safeguarded.

The school's DOO is responsible for maintaining the equipment and all necessary asset inventories. All assets must be recorded in the accounting system's general ledger under the fixed asset category by the Bookkeeper. These entries are periodically reviewed by the Financial Consultants. A separate fixed asset inventory spreadsheet, created in Excel or fixed asset tracking system is maintained by the DOO that is regularly reconciled with the general ledger by the Bookkeeper. All property and equipment subject to the school's Capitalization Policy must be tagged in the manner described below and depreciated according to the school's Depreciation Policy.

Upon receiving any property that qualifies as a fixed asset, the Bookkeeper is responsible for recording the following into the fixed asset inventory spreadsheet:

- Inventory number as designated by EHSACS (use sequential numbers, no lettering)
- Asset name and description
- Classification (i.e. land, building, equipment, betterment, leasehold improvements, furniture, computer hardware and software)
- Serial number, model number, or other identification
- Whether title vests with EHSACS or a governmental agency
- Vendor name and acquisition date
- Location of the equipment
- Purchase Date
- Purchase Value
- Disposal Date
- Disposal Reason

Each item is also physically tagged in a visible area on the item and with the following information:

Indication whether the item is property of EHSACS



In addition, the Bookkeeper will enter the asset information into the accounting system's general ledger (Asset Description; Vendor; date of purchase and total cost including shipping and installation). This information is periodically reviewed by the Financial Consultants.

All government-furnished property and equipment is also recorded with identification information indicating it has been acquired through a government contract. For example, when assets are purchased using funds from the Department of Youth and Community Development (DYCD), that item is tracked and physically tagged as property of DYCD. In the event of charter revocation, the item is returned as property of DYCD.

No employee may use or remove any of the school property, equipment, material or supplies for personal use without the prior approval of the DOO.

## **Capitalization Policy**

The cost threshold for items purchased by EHSACS to capitalize is \$1,000.00. This allows items over this cost threshold to carry value over time, and not simply be expensed in year one. Items with an acquisition cost of less than \$1,000.00 or a useful life of less than one year are expensed in the year purchased. Items with an acquisition cost of more than \$1,000.00 are subject to the school's depreciation policy, outlined below.

In instances where a large quantity of one single item is purchased, if the total value exceeds the \$1,000.00 threshold, the items may be capitalized. For example, if a school buys 100 desks at \$250.00 per desk, each single item would not meet the threshold. Together, however, these 100 desks have a combined value of \$25,000.00, which should be capitalized over a 7-year period, as outlined in the Depreciation Policy table below.

The DOO, Office Manager and Bookkeeper perform annual inventory audits, verifying and updating the data contained in the Excel fixed asset inventory spreadsheet. Once complete, the Bookkeeper compares this inventory to the fixed assets listed in the general ledger to ensure the value of the assets per the accounting system matches the value of the assets per the spreadsheet. Differences are investigated, reconciled and recorded by the Bookkeeper.

## Depreciation Policy

Any items subject to the Capitalization Policy described above are subject to depreciation. The Bookkeeper will account for depreciation based on the school's inventories. Depreciation associated with the fixed assets will be calculated based on its useful life and straight-line depreciation method. Depreciation is based on the month the item was actually purchased. For instance, if the school purchased a computer in July, it would be depreciated for a full fiscal year (12 months out of 12), and recorded as such. But if the school purchased the computer in April, then it would be depreciated for just one-fourth of the fiscal year (3 months out of 12) because it would only be in service for April, May and June.

Any item that is damaged beyond use will be taken out of service and fully depreciated off the accounting records.

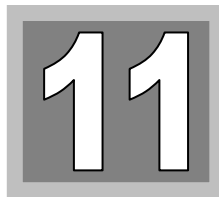
Depreciation Policy	
Computers & Servers	4 years
Furniture & Fixtures	5 years
Office & Classroom Equipment	3 years
Leasehold improvements	5 years or Life of Lease, whichever is greater
Musical Instruments	3 years
Software	3 years

## Disposal of Property and Equipment Policy

EHSACS has adopted standard disposition procedures for staff to follow. The requester fills out and signs the Asset Disposal Form, which identifies the asset and the reason for disposition. This form is submitted to the DOO, who takes photos of the asset, determines the asset's book value and documents the condition of the asset. Disposal of any asset requires the approval of the DOO.

Once approved for disposal, the dollar value of the disposed asset is recorded as a reduction in the general ledger by the Bookkeeper. The disposed asset is also recorded as disposed in the Excel fixed asset inventory spreadsheet. The treatment of any

proceeds from the disposition, and the recognition of any gain or loss on sale of the disposed asset, is also recorded in the general ledger by the Bookkeeper.



## RECORDS RETENTION

### **Records Retention Policy**

All confidential paper records shall be maintained in locked facilities on school premises.

The accounting system files are saved on the school's server, which is backed up on a daily basis to ensure the retrieval of financial information in case of hardware failure. Back-up data and program files shall be stored off-site in a fire-safe area and shall always remain the confidential and sole ownership property of EHSACS. In the event of a major system malfunction, the latest backup would be restored on the server and any transactions since that backup would be reentered based on the cash disbursement records and cash receipts records. EHSACS has an onsite drive backup system and also an offsite server backup system. All applications and data can be restored remotely to the EHSACS server in one business day.

EHSACS has an established Disaster Recovery Policy. Please reference the School Safety Plan for details.

Annex 5, contains a table which provides the minimum requirements for records retention, as recommended by the Non-Profit Coordinating Committee of New York, [www.npccny.org](http://www.npccny.org):

Originals of the following corporate documents are maintained on-site and the DOO verifies their presence on a periodic basis:

- a. Charter and all related amendments
- b. Minutes of the Board of Trustees and subcommittees
- c. Banking agreements
- d. Leases
- e. Insurance policies
- f. Vendor invoices
- g. Grant and contract agreements

- h. Fixed asset inventory list

## **Records Access Policy**

The DOO will provide access to the organization's records and provide supporting records, as requested by government auditors to facilitate the completion of such audits or reviews, in a timely manner.

## **Records Destruction Policy**

The destruction of confidential school records will be authorized by the Principal and DOO. Should either be unable to provide authorization, destruction will be delayed pending review and final determination.

If any litigation, claim, or audit is started before the expiration of the designated retention period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.

Once school records have reached the conclusion of their retention period according to the Records Retention Policy the office of origin will request authorization from the Principal for their destruction.

The school will arrange for the safe and secure destruction of confidential records. Destruction methods will not permit recovery, reconstruction and/or future use of confidential information. An overview of these methods follows.

Paper records containing sensitive confidential information **must** be shredded and not disposed of with other waste.

Electronic or digital data containing sensitive confidential information must be purged from the computer systems in the following manner; 1) Deletion of the contents of digital files and emptying of the desktop "trash" or "waste basket. Keep in mind however, that reconstruction and restoration of "deleted" files are quite possible in the hands of computer technicians. 2) For records stored on a "hard drive" it is recommended that commercially available software applications be utilized to remove all data from the storage device. When properly applied, these tools prevent the reconstruction of any data formerly stored on the hard drive. A destruction record exists to track the destruction of any and all documents. This inventory describes and documents the records, and file formats, authorized for destruction, as well as the date, agent, and method of destruction. The destruction record itself shall not contain confidential information. The destruction record may be retained in paper, electronic, or

other formats. It is recommended that sensitive confidential data stored in digital devices, floppy disks and back-up tapes be physically destroyed.



## SUMMARY OF ACCOUNT STRUCTURE

### **Assets**

#### *Types of Equity*

In non-profit organizations, assets must be classified by nature and segregated between:

1. Unrestricted Net Assets
2. Temporarily Restricted Net Assets
3. Permanently Restricted Net Assets

The school's assets are classified as unrestricted, temporarily restricted, or permanently restricted.

#### *Cash and Cash Equivalents*

All cash and cash equivalents of the school consist of cash in the school's bank account/s.

#### *Grants Receivable*

Grants receivable include money that the school expects to receive from government or private sources. Donation letters or pledges are also considered grants receivable.

#### *Property and Equipment*

Property and equipment includes the assets used by the school for activities and programs that have an estimated useful life longer than one year. For the school, fixed assets primarily consist of musical instruments, classroom equipment, furniture, computers and computer software.

Purchased property and equipment is recorded at cost. Donated property and equipment are recorded at fair market value at the date of donation. Acquisition costs

include all costs necessary to bring the asset to its location in working condition, including:

- Sales tax, if any
- Freight
- Installation costs
- Direct and indirect costs, including interest, incurred in construction

## **Liabilities**

### ***Accounts Payable***

Accounts payable include costs and expenses that are billed through a vendor invoice, and are recorded at the invoice amount. Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

### ***Capital Lease Obligation***

The school may lease office equipment under a capital lease. Payments of both principal and interest are made monthly.

### ***Accrued Liabilities***

Salaries, wages earned and payroll taxes, along with professional fees, rent and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

### ***Debt***

When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded on the balance sheet as a long-term liability. All short-term and long-term debt is approved by the Board of Trustees and may not exceed the duration of the charter, without consent of the Board of Education. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

## **Revenue**

### ***Private Contributions***

The school receives contributions from individuals, foundations, and corporations in the following forms:

1. ***Unrestricted Contributions:*** No donor-imposed restrictions.

2. ***Temporarily Restricted Contributions:*** Donor-imposed restrictions such as passage of time, or specific use. Examples would be founding grants such as Walton or Bodman grants.
3. ***Permanently Restricted Contributions:*** Donor has placed permanent restrictions on the timing of use of funds, purpose of use of funds and/or the use of earnings and appreciation. Examples would be the various NCLB grants and CSP.

Upon receipt of donation, donations are classified as unrestricted, temporarily restricted or permanently restricted.

For further information on the processing of donations, please see chapter 2.

## **Expenses**

### ***Types of Expenses***

Expenses are classified by functional classification and are matched with any donor-imposed restrictions.

#### **Functional Classifications:**

- a. ***Program Service Expense:*** the direct and indirect costs related to providing education and other services consistent with the school's mission.
- b. ***Management & General Expenses:*** expenses for other activities related to the purpose for which the organization exists. These relate to the overall direction of the organization and include expenses for the activities of the governing board, business management, general record keeping, and budgeting.
- c. ***Fundraising Expenses:*** costs of all activities that constitute appeal for financial support and include costs of personnel, professional consultants, rent, printing, postage, telephone, etc.

The cost of providing the various programs and other activities of EHSACS will be summarized on a functional basis as part of the school's annual budget process. Accordingly, certain costs will be allocated among the following categories: general education program, special education program, management and general, and fundraising. Allocations are amended as necessary and the rationale documented. The Principal, DOO and Bookkeeper are involved in this process.





## FRAUD AND MISAPPROPRIATION

EHSACS will not tolerate any fraud or suspected fraud involving employees, officers or trustees, as well as members, vendors, consultants, contractors, funding sources and/or any other parties with a business relationship with the school. Any investigative activity required will be conducted without regard to the suspected violator's length of service, position/title, or relationship with the school.

The Principal, DOO and Board of Trustees are responsible for the detection and prevention of fraud, misappropriations, and other irregularities. Fraud is defined as the intentional, false representation or concealment of a material fact for the purpose of inducing another to act upon it to his or her injury. The Principal, DOO and each Board member will be familiar with the types of indiscretions that might occur within his or her area of responsibility, and be alert for any indication of irregularity.

Any fraud that is detected or suspected must be reported immediately to the Board of Trustees and they will take the necessary actions.

### *Actions Constituting Fraud*

The term fraud, defalcation, misappropriation, and other fiscal irregularities refer to, but are not limited to:

- Any dishonest or fraudulent act
- Forgery or alteration of any document or account belonging to the school
- Forgery or alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, supplies, equipment, or other assets of the school
- Impropropriety in the handling or reporting of money or financial transactions
- Disclosing confidential and proprietary information to outside parties
- Accepting or seeking anything of material value from contractors, vendors, or persons providing goods or services to the school
- Destruction, removal or inappropriate use of records, furniture, fixtures, and equipment
- Any similar or related irregularity

### ***Investigation Responsibilities***

The Board Chairperson has the primary responsibility for the investigation of all suspected fraudulent acts as defined in the policy. The Board of Trustees may utilize whatever internal and/or external resources it considers necessary in conducting an investigation. If an investigation substantiates that fraudulent activities have occurred, the Board of Trustees will issue reports to appropriate designated personnel.

Decisions to prosecute or refer the examination results to the appropriate law enforcement and/or regulatory agencies for independent investigation will be made in conjunction with legal counsel and senior management, as will final dispositions of the case.

### ***Confidentiality***

The Board of Trustees will treat all information received confidentially. Any employee who suspects dishonest or fraudulent activity will notify the Board Chairperson immediately, and should not attempt to personally conduct investigations or interviews/interrogations related to any suspected fraudulent act.

The outcome of an investigation will not be disclosed or discussed with anyone other than those who have a legitimate need to know. This is important in order to avoid damaging the reputations of persons suspected but subsequently found innocent of wrongful conduct and to protect the school from potential civil liability.

### ***Authority for Investigation of Suspected Fraud***

Members of the Board of Trustees will have:

1. Free and unrestricted access to all the school's records and premises; and
2. The authority to examine, copy, and/or remove all or any portion of the contents of files, desks, cabinets, and other storage facilities on the premises without prior knowledge or consent of any individual who may use or have custody of any such items or facilities when it is within the scope of their investigations.

### ***Reporting Procedures***

An employee who discovers or suspects fraudulent activity will contact the Board Chairperson immediately. The employee or other complainant may remain anonymous. All inquiries concerning the activity under investigation from the suspected individual(s), his or her attorney or representative(s), or any other inquirer should be directed to the Board of Trustees or legal counsel. No information concerning the status of an investigation will be given out. The proper response to any inquiry is, "I am not at liberty to discuss this matter." Under no circumstances should any reference be made to "the allegation," "the crime," "the fraud," "the forgery," "the misappropriation," or any other specific reference.

The reporting individual should be informed of the following:

1. Do not contact the suspected individual in an effort to determine facts or demand restitution.
2. Do not discuss the case, facts, suspicions, or allegations with anyone unless specifically asked to do so by the appointed legal counsel or the Board of Trustees.

## WHISTLEBLOWER POLICY

EHSACS requires employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and representatives of the school are expected to practice honesty and integrity in fulfilling their responsibilities and are expected to comply with all applicable laws and regulations.

It is the responsibility of all employees to report violations of ethics or conduct or suspected violations in accordance with this Whistleblower Policy.

No employee who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the school prior to seeking resolution outside the school.

Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. 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.

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

The Principal or DOO will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

# 15

## ETHICS

### ***Conflicts of Interest***

Under no circumstance will an employee of EHSACS initiate, participate or benefit in any way from negotiating a contract or purchase of goods or services in which he/she, relative, or an associate has financial interest.

If an actual or potential conflict of interest is discovered, the employee must immediately withdraw from further participation in the involved transaction and report the transaction to the Principal or DOO.

### ***Gratuities and Kickbacks***

No employee (or anyone under their direct supervision) may solicit, demand, accept or agree to a gratuity, kickback or an offer of employment in connection with a business transaction. Such transactions include, but are not limited to, approvals on purchase requests, influencing the content of any procurement standard, auditing, or rendering of advice.

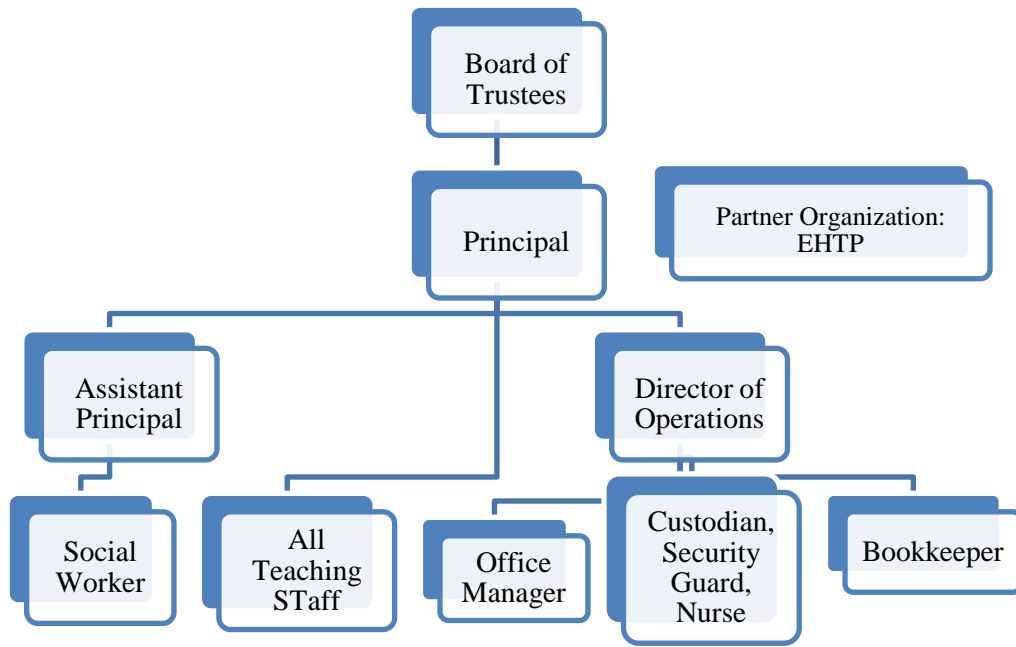
### ***Use of Confidential Information***

In accordance with the Confidentiality Agreement that appears in this manual an employee must not knowingly use Confidential Information for actual or anticipated personal gain, or for the actual or anticipated personal gain of any other person.

### ***Reprimands and Penalties***

A breach of ethical standards from an employee of EHSACS will warrant a written warning from either the Principal, DOO or Board Chairperson. The repercussion of this unacceptable behavior may lead to a suspension with or without pay for a specified period of time, and/or termination of employment.

## Annex 1: Organizational Chart



## **Annex 2: Financial Leadership Accountability**

### **Board of Trustees**

Area of Review	Primary Responsibility	Measurement
Oversight of Management & School	Ensure all systems and structures are in place for an effective operation. Oversee and assess the school's educational progress. Provide expertise in the areas of law, real estate and finance. Establish and Maintain the school's reputation and enhance EHSACS visibility throughout the community and media.	Implementation of awareness of school's mission and educational program. Selection of qualified key employees empowered to comply with the school's mission. School is running effectively on a day to day basis. Financial and Programmatic goals are being accomplished as established on the proposal.
Fundraising	Work with the School Leaders to raise funds to meet operational and capital needs	Determine fundraising goals; help to create and execute fundraising plan. Grants etc. are secured.
Budget	Work with the School Leaders and Financial Consultants to develop and manage the annual operating budget and demonstrate financial viability to an independent auditor.	Budget is created on schedule; and is updated regularly and financials are presented to the Board in timely manner. EHSACS is on budget; the Principal & DOO work with the Board of Trustees to hire an independent auditor; to successfully complete annual audit.

### **Principal and DOO**

Area of Review	Primary Responsibility	Measurement
Oversight of School	Ensure all systems and structures are in place for an effective operation	EHSACS opens and runs smoothly with full enrollment and staffing and all policies and procedures in place to effectively run the school on a daily basis.
Fundraising	Work with the Board of Trustees to raise funds to meet operational and capital needs	Determine fundraising goals; help to create and execute fundraising plan. Grants, etc. are secured.
Budget	Work with the Board of Trustees, School Leaders and Financial Consultants to develop and manage the annual operating budget and demonstrate financial viability to an independent auditor.	Budget is created on schedule; and is updated regularly and financials are presented to the Board in timely manner. EHSACS is on budget; the Principal works with the Board of Trustees to hire an independent auditor; to successfully complete annual audit.
Board Reports	Required monthly reports	Timely, accurate and clear reports
Property, Equipment and Data	Safeguard the School's fixed assets and data	Develop and execute procedures that will ensure that the school's assets are accounted for and recorded properly in the GL. Maintain and

		safeguard digital, paper and intellectual data.
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## Bookkeeper

Area of Review	Primary Responsibility	Measurement
Oversight of School	Ensure all systems and structures are in place for an effective operation	EHSACS opens and runs smoothly with full enrollment and staffing and all policies and procedures in place to effectively run the school on a daily basis.
Financial Requirements and Processes	Work with the Principal, DOO, Financial Consultants and Board of Trustees and School Staff to develop and manage the annual operating budget and demonstrate financial viability to an independent auditor.	Financial information is entered regularly and accurately in order to create financials to the Board in a timely manner. .
Human Resources Policies and Procedures	Work with the Principal and DOO in compiling personnel documents and Developing a culture that promotes employee retention	Ensure that the school complies with Federal, State and local governmental requirements relating to HR policies and procedures, and best practices. Process, maintain and secure sensitive employee data.
Property, Equipment and Data	Safeguard the School's fixed assets and data	Develop and execute procedures that will ensure that the school's assets are accounted for and recorded properly in the GL. Maintain and safeguard digital, paper and intellectual data.
Board Reports	Required monthly reports	Timely, accurate and clear reports



### **Annex 3: Types of Insurance Coverage and Thresholds**

<b>Type of Insurance</b>	<b>Proposed Policy Coverage</b>
Educators' Legal Liability	Included in Directors & Officers
Employee Benefits	To be negotiated with a NY provider.
Workmen's Compensation & Employer's Liability	Statutory Limits
Automobile Liability	\$1,000,000
Umbrella	\$5,000,000 each occurrence \$5,000,000 aggregate
General Liability	\$3,000,000 aggregate, \$1,000,000 for each occurrence
Sexual Abuses & Molestation	Included in General Liability
Property	\$250,000
Student Accident & Medical Expense	\$1,000,000
Directors & Officers	\$1,000,000
Crime	\$750,00
Business Interruption	500,000
Inland Marine	Included in BPP
NYS Statutory Disability	\$170/week

## **Annex 4: Documents to be completed upon employment**

The following documents are essential upon accepting an offer in EHSACS and are filed separately in a locked location.

<b>Form</b>	<b>Update Timeline</b>	<b>Month for Update (if applicable)</b>
Acceptance Letter	Annually	
Fingerprint Check	No update needed	
Federal Withholding Form W-4	As needed	
Retirement Account Application	As needed	
Retirement Beneficiary Information	As needed	
Certifications (if applicable)	As needed	
Resume	As needed	
Job description	As needed	
Annual Evaluation Documentation	Annually	
Direct Deposit	As needed	

### *Employment Eligibility Verification*

The following is a brief list of the documents required to be submitted upon filing an I-9 with the employer. These documents are to be filed separately in a locked location.

<b>Form</b>	<b>Update Timeline</b>	<b>Month for Update (if applicable)</b>
I-9		
Driver's License or State ID	As needed	
Social Security Card or Passport	As needed	

### *Medical Records*

The following medical records are to be filed separately in a locked location according to HIPAA regulations

Form	Update Timeline	Month for Update (if applicable)
Medical Enrollment Form	As needed	
Dental Enrollment Form	As needed	
Life Insurance Form	As needed	
Physician records of examination	As needed	
Laboratory test records	As needed	
Diagnostic records	As needed	
Drug screening records	As needed	

## **Annex 5: Requirements for Record Retention**

<b>Item</b>	<b>Retention Period</b>
Bank Statements & Reconciliations	7 Years
Cancelled Checks - (Important Payments - purchases of property, tax payments, large or significant contracts)	Permanent
Cancelled Checks - (Ordinary)	7 Years
Cash Books	Permanent
Cash Receipts and Disbursements	7 Years
Construction Documents	Permanent
Contracts and Leases (Current)	Permanent
Contracts and Leases (Expired)	7 Years
Corporate - Articles of Incorporation & By Laws	Permanent
Corporate - Certificate of Incorporation and Related Legal or Government Documents	Permanent
Corporate - Minutes of Board & Committee Meetings, etc.	Permanent
Correspondence (General)	3 Years
Correspondence (Legal / Important)	Permanent
Duplicate Bank Deposit Slips	3 Years
Email	5 Years
Employee Assignments and Garnishments	7 Years
Employee Benefit Plan Documents	7 Years
Employee Payroll Records	7 Years
Employee Payroll Reports (Federal, State or City Gov't)	7 Years
Employee Personnel Records (After Termination)	7 Years
Employee Personnel Records (Current)	Permanent
Employee Retirement & Pension Records	Permanent

Employee Timesheets	7 Years
Employee Workman's Compensation Documents	11 years
Employment Applications (Current Employees)	Permanent
Employment Applications (Other)	1 Year
Finance - Accounts Payable Ledgers and Schedules	7 Years
Finance - Accounts Receivable Ledgers and Schedules	7 Years
Finance - Audit Reports of Independent Accountants	Permanent
Finance - Chart of Accounts	Permanent
Finance - Depreciation Schedules	Permanent
Finance - Expense Analyses & Distribution Schedules	7 Years
Finance - Financial Statements (incl. Trial Balances)	Permanent
Finance - Fixed Asset Records & Appraisals	Permanent
Finance - General Ledgers	Permanent
Finance - Subsidiary Ledgers	Permanent
Finance - Tax Return Worksheets	7 Years
Finance - Tax Returns	Permanent
Finance - Uncollectible Accounts & Write-offs	7 Years
Finance - W-2 / W-4 / 1099 Forms, etc.	7 Years
Grant Inquiries	7 Years
Insurance - Accident Reports and Claims (Current Cases)	Permanent
Insurance - Accident Reports and Claims (Settled Cases)	Permanent
Insurance - Policies (Current)	Permanent
Insurance - Policies (Expired)	Permanent
Inventories	7 Years
Invoices from Vendors	7 Years
Invoices to Customers	7 Years
Notes Receivable Ledgers	7 Years
Paid Bills & Vouchers	7 Years
Patents & Related Papers	Permanent
Physical Inventory Tags	7 Years

Property Appraisals	Permanent
Property Documents - Deeds, Mortgages, etc.	Permanent
Stock and Bond Certificates (Cancelled)	7 Years
Stock and Bond Records	Permanent
Vendor Payment Request Forms & Supporting Documents	7 Years
Voucher Registers & Schedules	7 Years

## Annex 6: Approvals & Signing Authorities Charts

### **Procurement:**

<b>\$ Value/Range</b>	<b>Required Signatures for Approval</b>
\$0 - \$9,999	DOO. Principal may sign in DOO's absence
\$10,000 and above	DOO <b>and</b> either Principal, Board Chairperson or Board Treasurer

### **Check Signing Authority:**

<b>\$ Value/Range</b>	<b>Required Signatures for Approval</b>
\$0 - 9,999	Principal. Board Chairperson or Board Treasurer in his/her absence
\$10,000 and above	Principal <b>and</b> Board Chairperson or Treasurer

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# ***Financial Policies and Procedures Addendum***

Effective July 2015

Facilitated by:



**This document serves as an addendum to the School's existing Financial Policies and Procedures Manual (FPPM) effective July 1, 2015 to comply with OMNI regulations for recipients of federal funding. These procedures must be followed in conjunction with those outlined in the School's current FPPM**

### **Annual Audit**

If total federal expenditures for the fiscal year should exceed \$750,000 (or current federal guidelines), an additional audit under the guidance of OMB Circular A-133<sup>1</sup> will be also conducted by the independent audit firm.

### **Revenue Compliance**

The School's accounting and documentation system must be capable of meeting the specific requirements imposed by grant agreements. Source documentation must be maintained for all authorized awards, expenditures and interest earned. Expenses cannot be charged over 100% against multiple grants. The School must ensure that all reporting requirements and deadlines are met.

For all federal grants an official authorized to legally bind the School will be required to certify all reports and payment requests by signing and agreeing to the following:

*"By signing this report, I certify to the best of my knowledge and belief that the report is true, complete and accurate and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware that any false, fictitious, or fraudulent information or the omission of any material fact, may subject me to criminal civil or administrative penalties for fraud, false statements, false claims, or otherwise."*

### **Grant Receipts**

Drawdowns/advances must be disbursed within the grant's specified time and maintained in insured account. The funds must also be in interest bearing account, if:

- Aggregate federal awards are over \$120,000; and
- Account expected to earn in excess of \$500 in interest per year; and
- Bank required minimum balance is feasible for the School to maintain.

Interest amounts earned up to \$500 may be retained by the School for administrative purposes.

See the link below for A-133 requirements related to each grant:

[http://www.whitehouse.gov/omb/circulars/a133\\_compliance\\_supplement\\_2014](http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2014)

### **Purchases and Cash Disbursements**

#### **Allowability Procedures**

Before any grant funds are budgeted and expended staff are required to determine the cost eligibility based on the following factors:

- Necessary, reasonable and allocable
- Conform with federal law and grant terms

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<sup>1</sup> OMB Circular A-133 Revised 2007; [http://www.whitehouse.gov/omb/assets/a133/a133\\_revised\\_2007.pdf](http://www.whitehouse.gov/omb/assets/a133/a133_revised_2007.pdf) ; accessed on 07/2010



- Consistent with state and local policies
- Consistently treated
- In accordance with GAAP
- Not included as a match
- Net of applicable credits
- Adequately documented

The following link must be used to determine specific cost eligibility:

[http://www.whitehouse.gov/omb/circulars\\_a122\\_2004#atta](http://www.whitehouse.gov/omb/circulars_a122_2004#atta)

Payments made for costs determined to be unallowable by either the Federal awarding agency or pass-through must be refunded (including interest) to the Federal government in accordance with instructions from the Federal agency that determined the costs are unallowable.

The School adheres to the following purchasing objectives:

- Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable considerations such as delivery, quantity, quality.
- The School will make all purchases in the best interests of the School and its funding sources and in accordance with any grant restrictions as applicable.
- The School will buy from reliable vendors.
- The School will not contract with vendor who has been suspended or debarred.  
[www.sam.gov](http://www.sam.gov)
- The School will obtain maximum value for all expenditures.
- The School will be above suspicion of unethical behavior at all times and avoid any conflict of interest, transactions with related parties, or even the appearance of a conflict of interest in the School supplier relationships. The School's conflict of interest policies are described in its By-laws.
- The contractor must possess financial and technical resources necessary to provide service/goods.
- Competitive quotes are required for goods and services over \$3,000 (followed by bidding requirements stated above.)
- Competitive bidding must be based on the procedures outlined in the School's Fiscal Policies and Procedures Manual.

### **Payroll (Time and Effort Documentation)**

Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed.

See link for suggested example:

<http://www.p12.nysed.gov/accountability/consolidatedappupdate/employeecertifications.html>

### **Property & Equipment**

The School must adhere to the established capitalization policy as outlined in the Fiscal Policies and Procedures Manual. Federal award purchases of \$5,000 or more per unit and useful life greater

than one year must be capitalized.

### **Asset Tracking Process**

Upon receiving any property that qualifies as a fixed asset, the School is responsible for recording the following into the Fixed Asset Tracking List:

- Asset tracking number as designated by the School;
- Asset name, use, condition and description;
- Classification (i.e. land, building, equipment, betterment, leasehold improvements, furniture, computer hardware and software);
- Serial number, model number, or other identification;
- Indicate if the title vests with the governmental agency, if required;
- Vendor name and acquisition date or date placed in service;
- Location of the equipment;
- Purchase Value;
- Disposal Date and Reason; and
- Specify dollar amount of any asset purchased with grant fund

Physical inventory for assets purchased with federal funds must be performed at least every two years.

### **Disposition of Assets**

For assets purchased with federal funds the School must request disposition instructions from the federal awarding agency when required.

Otherwise, may be retained, sold or otherwise disposed as follows:

- Over \$5,000 – pay federal share
  - If equipment is sold: Federal awarding agency may permit non-Federal entity to deduct and retain \$500 or 10% of the proceeds for selling and handling instructions.
- Under \$5,000 – no accountability (still must formally dispose)

### **Conflict of Interest Policy**

#### ***Interested Person***

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

Under the General Municipal Law, no school officer or employee may have an interest, direct or indirect, in any contract with the School, when such officer, trustee, or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above.

#### ***Financial Interest***

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- An ownership or investment interest, other than de minimis, in any entity with which the School has a transaction or arrangement,
- A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or
- A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors having a value of \$100.00 or more whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence the performance of a trustee, official or employee in his/her official duties, or was intended as a reward for any official action.

### ***Duty to Disclose***

Any trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

### ***Determining Whether a Conflict of Interest Exists***

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Notwithstanding anything herein, the following contracts are exempt from this policy, including but not limited to, employment contracts between the school and a board member or employee's spouse, minor children or dependents; a contract between the school and a corporation of which the board member or employee is neither a director nor owns more than five percent of outstanding stock; a contract between the school and a board member or employee entered into preceding the election of the board member but not the renewal/renewal of that contract; a contract between the school and a board member or employee in which the total paid does not exceed \$750.00 during the fiscal year when added to the aggregate amount of consideration payable under all contracts pertaining to that individual; a contract between the school and a company that employs a board member or employee where the individual's compensation is not directly affected as a result of the contract and the duties of the individual's employment do not directly involve the procurement, preparation or performance of such a contract; and purchases, in the aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year. No review or action by any governing board or committee shall be necessary if an exception applies.

### ***Procedures for Addressing a Conflict of Interest***

An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the governing board or committee shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

### ***Violations of the Conflicts of Interest Policy***

If the governing board or committee has reasonable cause to believe a trustee, officer or employee has failed to disclose actual or possible conflicts of interest, it shall inform the trustee, officer or employee of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the trustee, officer or employee's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the trustee, officer or employee has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Any contract entered into with a prohibited interest is null, void and unenforceable. Further any trustee, officer, or employee who willfully and knowingly violates this policy shall be guilty of a misdemeanor.

### ***Records of Proceedings***

The minutes of the governing board and all committees with board delegated powers shall contain:

- The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing Board's or committee's decision as to whether a conflict of interest in fact existed.
- The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

### ***Compensation***

A voting member of the governing board who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

### ***Annual Statements***

Each trustee, officer, and employee shall annually sign a statement which affirms such person:

- Has received a copy of the Code of Ethics and Policy on Conflicts of Interest,
- Has read and understands the Code of Ethics and Policy,
- Has agreed to comply with the Code of Ethics and Policy, and
- Understands the School is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

### ***Periodic Reviews***

To ensure the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- Whether partnerships, joint ventures, and arrangements with management organizations conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

## **Educational Program**

The primary modification that we are proposing for the next charter school is the expansion of East Harlem Scholars to include a middle school program, Grades 6-8. It was the original intention of the founders of East Harlem Scholars that the school should ultimately grow to serve K-8 because of the dearth of not only strong public school options at the elementary level in CSD 4 but at the middle school level as well. Indeed, our mission attests to the expectations of becoming a K-8 school as it states that our goal is to “prepare students with the academic skills, strength of character and social and emotional well-being to excel in *high school* and college... .”

At the time the original charter school application was written, students in CSD 4 middle schools struggled to achieve proficiency standards as was evident by the NYS ELA and math assessments. As the following table illustrates, the latest assessment data from 2015 available on the NYSED website indicates that CSD 4 continues to be a low-performing district, where less than a quarter of all students meet proficiency standards and where SWD, ELLs and economically disadvantaged learners struggle significantly in comparison to their general education, English proficient and non-economically disadvantaged peers and Black and Hispanic students underperform compared with their White and Asian counterparts.

### **Percent of Middle School (Grades 6-8) CSD 4 Students Scoring a Level 3 or 4 on 2015 NYS Assessments**

	<b>ELA</b>	<b>Math</b>
<b>All Students</b>	22%	21%
<b>SWD</b>	4%	3%
<b>General Education</b>	28%	28%
<b>ELL</b>	1%	3%
<b>English Proficient</b>	24%	33%
<b>Economically Disadvantaged</b>	19%	18%
<b>Non-Economically Disadvantaged</b>	33%	33%
<b>Black &amp; Hispanic</b>	19%	18%
<b>White &amp; Asian</b>	56%	60%

These data clearly indicate the need still exists today for quality public middle school options in CSD 4. Further, with the tremendous academic growth experienced by East Harlem Scholars’ students in math and ELA in 2015 as evidenced by our 2015 NYS ELA and math assessment data, we are committed to ensuring that our scholars remain on this upward trajectory of achievement and growth when they graduate from our elementary school program. To ensure they have this opportunity, East Harlem Scholars is proposing to add a middle school program in the next charter term that is an extension of the student-centered and academically rigorous, K-5 learning community we have solidly established where families are welcomed as integral and necessary partners in their children’s education. As it has with the elementary school program, EHTP will play a crucial part in the implementation of the middle school as part of its role as the School’s Institutional Partner.

While expansion to include the middle school grades had always been a long term goal for East Harlem Scholars, it has been during the last year where work has taken place in earnest to design a middle school academic and operational plan that is a seamless extension of the elementary learning community that we have created. The most important step in planning for the middle school was the recruitment and hiring of an exceptional leader for the middle school who would work under the guidance of Cheyenne Batista São Roque, East Harlem Scholars’ Principal and East Harlem Scholars Academies Managing Director.

Through a comprehensive recruitment process facilitated by EHTP's talent recruitment staff, Maureen Yusuf-Morales was hired in early 2015 as Principal in Residence, East Harlem Scholars Middle School. Ms. Yusuf-Morales who has a Masters in Educational Leadership and Administration from NYU brings tremendous experience in middle school instruction, curriculum development, assessment and teacher training in the traditional public, charter and private school realms. Her resume is included at the end of this narrative. The East Harlem Scholars Board delegated the responsibility for the planning of the middle school to the Ms. Batista São Roque and Ms. Yusuf-Morales. Ms. Yusuf-Morales has spent much of this year engaged in researching middle school models that will support East Harlem Scholars' student-centered model. This research, along with Ms. Yusuf-Morales' middle school experience and the experience of East Harlem's leadership in educating its elementary school students, has informed the plans for the educational program of the middle school. The planning for the East Harlem Scholars' middle school has also included support from EHTP leadership in examining the feasibility of expansion from a facilities perspective, the needs from a staffing and organizational perspective and the long-term sustainability from a budgetary perspective. Finally, we sought the input of our community through surveys and family meetings regarding our growth plan. As will be described in this section as well as in the Governance, Fiscal and Facility sections and corresponding Exhibits, we have made significant progress in developing a plan for middle school expansion that is educational, organizationally and fiscally sound.

## **OVERVIEW OF EAST HARLEM SCHOLARS MIDDLE SCHOOL**

What makes a great middle school? East Harlem Scholars has designed a middle school model that is aligned with the three key traits of successful middle schools and the environment that must exist in the schools to exploit these traits that have been identified by The National Forum to Accelerate Middle-Grades Reform's Schools to Watch Initiative (a U.S. Department of Education Investing in Innovation winning grantee). According to the Schools to Watch Initiative<sup>1</sup>, high performing middle schools are: (1) **academically excellent**—these schools challenge all students to use their minds well; (2) **developmentally responsive**—these schools have an awareness of and sensitivity toward the unique developmental needs of early adolescents; and (3) **socially equitable**—they capitalize on early adolescents' obsession with fairness by being a trustworthy and democratic community where every student feels a connection to at least one adult in the building. To achieve this level of performance, Schools Watch Initiative notes that high-performing schools have created communities where norms, structures, and organizational arrangements are established to support and sustain their trajectory toward excellence. They have a sense of purpose that drives every facet of practice and decision-making.

### **An Academically Excellent Middle School**

This section will discuss key aspects of the middle school educational program: Instruction, Curriculum, Assessment, Professional Development and Leadership that will support academic achievement and growth for all learners. These components will support the building of a middle school that is **academically excellent**.

#### **Instructional Practices in the Middle School**

##### *The Instructional Framework*

As it is in the elementary school, instruction in the middle school will continue to be student-centered. Instructional practices will be aligned with the way the adolescent brain learns based on the body of research in the field. This means avoiding cognitive overload by chunking concepts, checking for understanding after every chunk (as opposed to at the very end of the lesson), connecting new concepts to background knowledge (short term memory to long term memory) and using practices that require 100%

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<sup>1</sup> <http://www.middlegradesforum.org/index.php/school-to-watch/what-is-school-to-watch>

participation of all students so that every student is engaged in classroom instruction (active participation).

Instruction in the elementary school utilizes the Gradual Release of Responsibility model. This teaching model shifts the cognitive load slowly and purposefully from teacher-as-model, to joint responsibility, to guided instruction, to collaborative or independent practice and application by the learner. By gradually assuming increasing responsibility for their learning, students become competent, independent learners. This **“Say/See/Do” teaching model (S/S/D)** will continue to be the overarching method of instruction in the classroom.

Learners take in information auditorily, visually, and kinesthetically, and most learners are more dominant in one or two of the three modalities. Thus, our instruction in the middle school needs to be strategic and balanced in our selection of explanatory devices to ensure equal opportunity for all learners. Are we explaining in ways that enable students to see, hear, or experience the content or concept? If not, we are cheating some learners<sup>2</sup>. The S/S/D teaching approach provides the instructional framework that is both strategic and balanced.

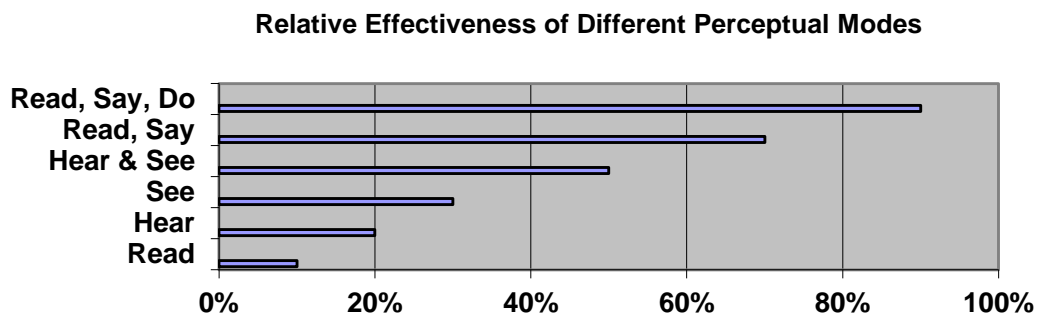
S/S/D Teaching has two critical attributes:

- Students experience all content verbally, visually, and kinesthetically;
- Students learn skills step-by-step and content chunk-by-chunk.

In Say/See/Do Teaching, each step or chunk is presented in a multi-sensory cycle:

1. *Let me explain what to do next (verbal).*
2. *Watch as I show you (visual).*
3. *Now, you do it (kinesthetic)* (p. 85, Jones, 2007).

The three-part cycle is repeated until all of the steps in the skill are taught or all of chunks of content are presented. The S/S/D cycle helps students make multiple perceptual connections to each step or chunk. “The more perceptual modes one engages for students—seeing, hearing, moving, touching—the better the learning will be”<sup>3</sup>. In The Skillful Teacher<sup>4</sup>, the authors present the following amalgam of many studies regarding different perceptual modes:



The impact of combining perceptual modes is clear, as reading is 7x more effective when students talk about what they read and 9x more effective when students talk about and do something in addition to reading. This strategy removes the need for teachers to spend valuable time taking inventories of students’ learning styles and trying to have some lessons appeal to one type of learner and other lessons appeal to

<sup>2</sup> Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). *The Skillful Teacher: Building Your Teaching Skills*, (6<sup>th</sup> ed.). Acton, MA: Research for Better Teaching, Inc., p. 173.

<sup>3</sup> Ibid, p. 233.

<sup>4</sup> Ibid., p. 233.



another type of learner. Instead, all lessons should engage all learners, giving all students the opportunity to use their favored styles while building competence in their weaker areas.

Stepping/Chunking: In Say/See/Do Teaching, all procedures are broken into steps, and all concepts are broken into chunks as part of the lesson-planning and lesson-delivery processes. “Learning proceeds more efficiently if students receive information in small chunks that are processed immediately. To facilitate this technique, the teacher identifies the chunks within a critical-input experience ahead of time”<sup>5</sup> in an instructional practice called teaching in small steps<sup>6</sup>.

“Of vital importance to the success of critical-input experiences is the extent to which the teacher organizes the experiences into small chunks”<sup>7</sup> Others also stress the impact of breaking input experiences into small chunks for students.<sup>8</sup> <sup>9</sup> Marzano notes that chunking is useful for all input experiences—lectures, reading, demonstrations, videos, etc.<sup>10</sup> The size of the step or chunk is dependent on the skill level or background knowledge of students.

There are no set rules regarding how large or small a chunk should be. The teacher is the only one who can make this determination. The more students know about the content, the larger the chunks can be.<sup>11</sup>

Say/See/Do Teaching prevents the auditory overload that occurs when a teacher explains several steps before asking students to complete all of them or provides students with many pieces of content before requiring them to process it. Say/See/Do Teaching draws upon the strengths of the three different parts of the brain that control speech, hearing, and action to make complete “files” of new information.

“Say” can take multiple forms, such as:

- Lecture
- Handout
- Demonstration
- Video
- Reading
- Presentation

“See” can take multiple forms, such as:

- Think Aloud

When teachers model thinking aloud for students, they go through the thinking step by step as a student would, role-playing just what to do. This includes being puzzled, making mistakes, self-correcting, and checking themselves along the way. Modeling thinking aloud is appropriate for any kind of multistep operation that uses problem

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<sup>5</sup> Marzano, R. J. (2007). *The Art and Science of Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

<sup>6</sup> Rosenshine, B. (2002). Converging findings on classroom instruction. In A. Molnar (Ed.), *School reform proposals: The research evidence*. Tempe, AZ: Arizona State University Research Policy Unit. Retrieved June 2006 from <http://epsu.asu.edu/epru/documents/EPRU%202002-101/Chapter%2009-Rosenshine-Final.rft>.

<sup>7</sup> Linden, D. E., Bittner, R. A., Muckli, L., Waltz, J. A., Kriegerkorte, N., Goebel, R., Singer, W., & Munk, M. H. (2003). Cortical capacity constraints for visual working memory: Dissociation of fMRI load effects in a fronto-parietal network. *Neuroimage*, 20(3), 1518-1530.

<sup>8</sup> Good, T. L. & Brophy, J. E. (2003). *Looking in classrooms* (9<sup>th</sup> ed.). Boston: Allyn & Bacon.

<sup>9</sup> Mayer, R. E., (2003). *Learning and instruction*. Upper Saddle River, NJ: Merrill, Prentice Hall.

<sup>10</sup> Marzano, R. J. (2007). *The Art and Science of Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

<sup>11</sup> Ibid., p. 44.

solving. By doing the thinking aloud, teachers show students where the pitfalls are and how to get through common hang-up points, as well as model the appropriate steps.<sup>12</sup>

- Creating graphic representations<sup>13 14</sup>
- Making physical models<sup>15 16</sup>
- Generating mental pictures<sup>17 18</sup>
- Drawing pictures and pictographs<sup>19</sup>
- Graphic Organizer
- Step in Visual Instructional Plan
- Teacher completion of a step in a problem

“Do” can take multiple forms:

- Think/Pair/Share
- Execution of a step in notebooks, on whiteboards, or physically
  - “...when procedural knowledge is the focus of a critical-input experience, students have the opportunity to try each aspect of the procedures addressed in each chunk”<sup>20</sup>
- Small group discussions in which students summarize, question, and predict
- Partner teaching of the step
- 12-word summary on white boards
  - “To summarize in your own words, either verbally or in writing, what you have learned in a given experience is a complex cognitive act; it causes search and retrieval of memory, organization of ideas, and summoning of language to recast the meaning in your own terms”<sup>21</sup>
- Spectrum/continuum of Strongly Agree to Strongly Disagree
- Quickwrite

The “Do” portion of the S/S/D cycle all require **Active Participation**, a critical strategy within the learning environment. Middle school classrooms will be characterized by the Active Participation (AP) of all learners. Active Participation is the mandatory, consistent, simultaneous processing of the objective by all students. It is a strategy to engage students, check for understanding, and conduct formative assessment. Active Participation is different from traditional questioning techniques, in which the teacher poses a question; one or more students volunteer to answer; and only a few students have the opportunity to share their answers. In AP, all students answer every question, using tools such as whiteboards and

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<sup>12</sup> Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). *The Skillful Teacher: Building Your Teaching Skills*, (6<sup>th</sup> ed.). Acton, MA: Research for Better Teaching, Inc., p. 177.

<sup>13</sup> Alvermann, D. E., & Boothby, P. R. (1986). Children’s transfer of graphic organizer instruction. *Reading Psychology*, 7(2), 87-100.

<sup>14</sup> Armbruster, B. B., Anderson, T. H., & Meyer, J. L. (1992). Improving content-area reading using instructional graphics. *Reading Research Quarterly*, 26(4), 393-416.

<sup>15</sup> Corkill, A. J., (1992). Advance organizers: Facilitators of recall. *Educational Psychology Review*, 4, 33-68.

<sup>16</sup> Welch, M. (1997, April). *Students’ use of three-dimensional modeling while designing and making a solution to a technical problem*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

<sup>17</sup> Muehlherr, A., & Siermann, M. (1996). Which train might pass the tunnel first? Testing a learning context suitable for children. *Psychological Reports*, 79(2), 627-633.

<sup>18</sup> Willoughby, T., Desmarais, S., Wood, E., Sims, S., & Kalra, M. (1997). Mechanisms that facilitate the effectiveness of elaboration strategies. *Journal of Educational Psychology*, 89(4), 682-685.

<sup>19</sup> Macklin, M. C., (1997). Preschoolers’ learning of brand names for visual cues. *Journal of Consumer Research*, 23(3), 251-261.

<sup>20</sup> Marzano, R. J. (2007). *The Art and Science of Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

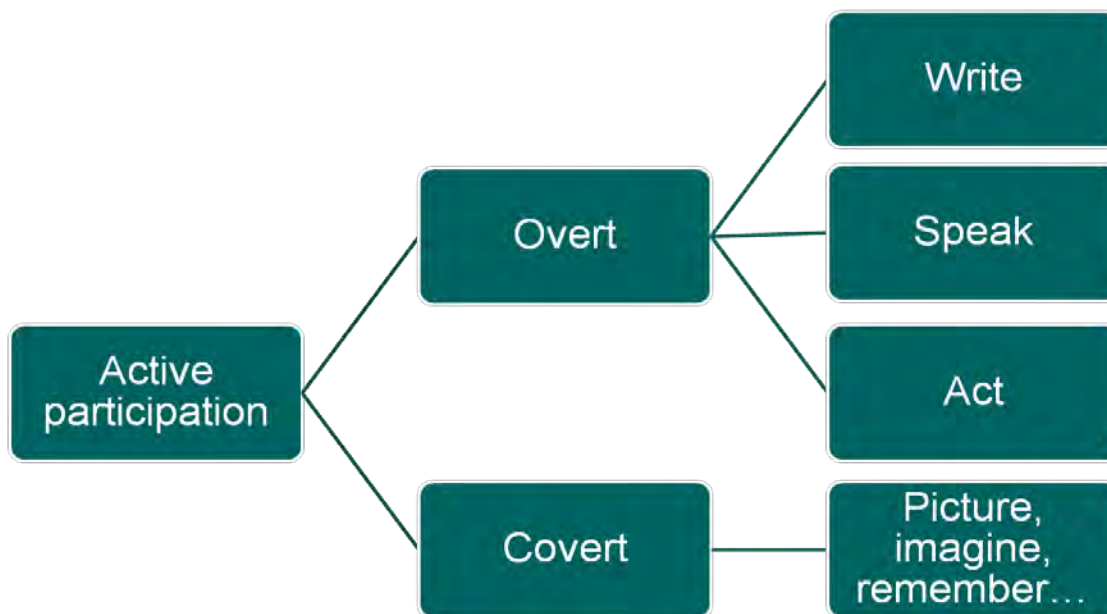
<sup>21</sup> Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). *The Skillful Teacher: Building Your Teaching Skills*, (6<sup>th</sup> ed.). Acton, MA: Research for Better Teaching, Inc., p. 233-234

cooperative learning strategies, so the teacher is able to engage all students, monitor all students' learning, and collect data about all students' performance. AP has the added benefit of making the classroom a lively, engaging, creative place for students and teachers.

There are three critical attributes of Active Participation. Active Participation is:

- Mandatory—In AP, every student must engage in answering the AP prompt, or it is repeated for the entire class.
- Consistent—AP is used every 3-5 minutes throughout the class period and is critical for the success of the Do Now, “Do” component of Say/See/Do Teaching, Structured Practice, Guided Practice, and Closure. As a result, students engage from the moment they walk into the classroom until the moment they leave.
- Simultaneous—During AP, every student engages at the same time by writing, speaking, acting, or thinking; instead of every student answering a couple of questions, every student answers every question; instead of some students doing the critical thinking and others tuning out, everyone has access to the most rigorous parts of the lesson.

Active Participation can be covert or overt. In Covert AP, students process internally (under the “cover” of their heads), while in Overt AP, students produce a response orally (verbal), writing (visual) or acting (kinesthetic). In Covert/Overt AP, students have a covert prompt, followed by an overt prompt, providing “wait time.” Think/Pair/Share is the best-known form of covert/overt AP in which all students have a covert prompt, followed by overt participation. The following diagram illustrates the process of Active Participation.



AP can be used in instruction across the curriculum for it involves strong, research-based questioning strategies, such as asking students to summarize, predict, question, visualize, infer, and connect (reading comprehension); identify similarities and differences, create analogies, and classify (all subjects); and question, hypothesize, predict, and observe (science),

Another important strategy that will be incorporated as part of the S/S/D teaching model is the use of **Visual Instructional Plans (VIPs)**. VIPs are road maps for students to follow to learn a new skill or complete a new procedure, or a graphic representation of a new concept to help students organize and

understand the concept. They are different from conventional “models,” which show completed sample problems and serve as summary graphics because VIP’s show step-by-step instructions with accompanying visuals for each step.

Visual Instructional Plans break skills and procedures into small, meaningful steps which can be summarized in a few words and match each step with a visual representation, providing a quick reference for students. VIP’s for skills and procedures produce immediate gains in the classroom for four reasons:

1. They force teachers to use the process of Task Analysis—breaking skills into steps which can be followed by someone who is not yet proficient and articulating the cognitive leaps often made in instruction because of the teacher’s familiarity with the process.
2. They help teachers increase student independence by providing a visual for students to reference.
3. They help students develop automaticity or fluency with skills and procedures which are integral to success in the subject, classroom, or lesson by allowing them to visualize and practice the complete skill or procedure.
4. They help students formulate specific and appropriate questions as VIP’s allow them to articulate what steps they understand and which steps are confusing. This allows teachers to “Praise, Prompt, and Leave” during Guided Practice, instead of having the typical, unproductive question/answer interaction, in which the student says, “I don’t get it”; the teacher responds, “Which part?”; and the student answers, “All of it,” forcing the teacher to reteach the entire process. With a VIP, a student can say, “I understand steps 1-3, but I am confused on step 4,” and the teacher can provide an efficient and strategic intervention.

Visual Instructional Plans separate each step in a process, instead of providing a completed example of a process. As a result, students can trace each specific step and reference a visual to help them remember and apply each step. Learning can be enhanced by modeling new skills or operations and preserving these models for student reference during early stages of learning. After explaining and demonstrating the algorithm for two-digit multiplication (or the format for writing a book report, or anything else with procedures and steps), the teacher leaves a model showing the separate steps on the board as students go to work practicing examples<sup>22</sup>.

Visual Instructional plans organize concepts nonlinguistically to help students identify and understand relationships. “Conceptual models that have visual representations of what concepts mean and how they work improve student recall of the concept and performance on problems that ask them to extrapolate from what they have learned”<sup>23</sup>. Graphic organizers, advance organizers, charts, graphs, tables, mental models, and mind maps can all serve as visual representations of concepts.

The impact of visual instruction has been established. Studies from 1980 to 1999 show percentile gains ranging from 19-40% with the use of nonlinguistic representation in instruction. Below is a table, showing the results of two relevant studies:

<b>Effects of Different Types of Learning Experiences in Nuthall’s Research<sup>24</sup></b>
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<sup>22</sup> Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). *The Skillful Teacher: Building Your Teaching Skills*, (6<sup>th</sup> ed.). Acton, MA: Research for Better Teaching, Inc., p. 224.

<sup>23</sup> Mayer, R. E., (1989). Models of understanding. *Review of Educational Research*, 59, 43-64.

<sup>24</sup> Source Data from Nuthall, G. (1999). The way students learn: Acquiring knowledge from an integrated science and social studies unit. *Elementary School Journal*, 99(4), 303-341 and Nuthall, G., & Alton-Lee, A. (1995). Assessing classroom learning: How students use their knowledge and experience to answer classroom achievement test questions in science and social studies. *American Educational Research Journal*, 32(1), 185-22.

Type of Experience	Percent of Information Recalled One Year After Completion of Unit
Visual Instruction	77
Dramatic Instruction	57
Verbal Instruction	53

Well-designed VIP's save time in the classroom where comprehension can be instantaneous, and teachers can spend time expanding students' thinking, instead of struggling for initial understanding.

In addition to helping teachers break down tasks and students grasp and practice new skills and concepts, VIP's are invaluable forms of communication to families. They also break down linguistic barriers for English Learners and enable all students to use the "dual coding" form of information storage, filing new learning in both linguistic and imagery forms<sup>25 26 27</sup>. Finally, VIP's help students and teachers realize that many critical thinking skills are really complex but identifiable procedures of thought and analysis, which once articulated, can be taught, practiced, and mastered by all students.

#### *Shift from Self-Contained Classroom to Departmentalized Approach*

The East Harlem Scholars middle school will have a departmentalized approach to instruction with subject-based teachers in all subject areas. While students in the elementary school were provided instruction in a self-contained classroom by their classroom co-teachers, as early as Kindergarten, students were exposed to a departmentalized approach to specials instruction—gym, art, music and Spanish. The middle school will also shift away from the co-teaching model of the elementary school where two certified teachers co-teach in each K-5 classrooms (including one classroom at each grade level which is an ICT classroom). In middle school, co-teaching will not be an explicit part of the instructional model, however, it may be used in certain cases during the school year (for instance at the beginning of the school year for culture building). Co-teaching will also occur with the subject teacher and learning specialist (ELL teacher, special education teacher, reading specialist) in cases where these teachers provide push in support to targeted students in the classroom.

#### *Addressing the Needs of Special Student Populations*

The middle school will build upon the existing services of the elementary school as it relates to programs specifically addressing students with disabilities (SWD), English language learners (ELLs) and struggling students (Title I). In addition to the overarching instructional framework and AP and VIP strategies described above that are effective for all learners, the middle school will replicate the successful structures that have been built to identify and support the needs of SWD, ELL and FRL students in our elementary school. The middle school will have a robust intervention team to respond to those needs including a Special Education Coordinator, Social Workers and specialists (special education teachers, ELL teachers and reading specialists) that will work alongside classroom teachers to support struggling students in a push-in setting as well as in targeted intervention groups in a pull-out setting. The middle school will create a Student Support Team, whereby the teacher can discuss a struggling child's academic and social emotional strengths, weaknesses, interests and present concerns with his or her colleagues and collaboratively determine a range of evidence-based interventions for the child adhering to the established RtI protocol. As it relates to SWD, the middle school will provide SETSS in addition to all other services offered in the elementary school with the exception of ICT.

<sup>25</sup> Paivio, A. (1969). Mental imagery in associative learning and memory. *Psychological Review*, 76, 241-263.

<sup>26</sup> Paivio, A. (1971). *Imagery and verbal processing*. New York: Holt, Rinehart & Winston.

<sup>27</sup> Paivio, A. (1990). *Mental representations: A dual coding approach*. New York: Oxford University Press.

### Rigorous CCLS-Aligned Middle School Curriculum

The middle school curriculum will be aligned to CCLS. The essential structures and underpinnings for our initial middle level curriculum and instructional program shall be predicated on designing that curriculum from both a “Backwards Design” and Universal Design for Learning perspective using and adapting both the CCLS and Partnership for the Assessment of Readiness of College and Careers (PARRC) curricula and performance task assessments as models. These adapted curricula and performance assessments will serve as the resources to guide and inform faculty as they enable students to meet and exceed East Harlem Scholars expectations and CCLS middle school performance standards and be academically prepared to enter high school when they graduate.

### *English Language Arts*

At East Harlem Scholars, the goal of the middle school literacy program will be to equip students with the skills they need to read, comprehend, discuss, analyze and write about challenging and complicated texts; and to explore students to the joys of reading, instilling a life-long love and understanding of diverse literature. To ensure that our students are college and career ready in reading, writing, speaking and listening as promulgated by the CCLS, East Harlem Scholars’ ELA curriculum will build the capacities of its students to<sup>28</sup>:

1. demonstrate independence as self-directed learners,
2. establish a comprehensive base of content knowledge,
3. adapt their communication in relation to audience, task, purpose and discipline,
4. comprehend and critique as readers and listeners,
5. value evidence in their own interpretation as well as other’s interpretations,
6. use technology and digital media strategically and capably to enhance literacy applications, and
7. appreciate other perspectives and cultures.

To promote attainment of CCLS related to reading, East Harlem Scholars will utilize skills-based texts and the CCLS recommendations for a range of work that “extends across genres, cultures and centuries. Along with high-quality contemporary works, these texts [will] be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.”<sup>29</sup>

Our middle school writing program will strive to foster a love of writing while instilling the foundation skills necessary to write successfully for formal and informal purposes. Students will be given ample opportunities to demonstrate an “increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and ... address increasingly demanding content and sources.”<sup>30</sup> Writing in the ELA curriculum will include but not be limited to arguments, with attention paid to valid reasoning and the use of supporting evidence; informative and explanatory texts; responses to literature; and fiction and nonfiction narratives. In all of these writing genres, students will be expected to produce “clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.”<sup>31</sup>

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<sup>28</sup> The enumerated points are taken from the Standards for English Language Arts & Literacy in History/Social studies, Science and Technical Subjects, New York State P-12 Common Core Standards for English Language Arts and Literacy, p. 5.

<sup>29</sup> New York State P-12 Common Core Standards for English Language Arts and Literacy, p. 45.

<sup>30</sup> Ibid, p. 55.

<sup>31</sup> Ibid., p. 54

Students will also be expected to communicate clearly, effectively and persuasively in the spoken language. ELA instruction, as with all content courses, will facilitate collaborative discussions in the classroom requiring students to listen carefully to their peers and teachers in order to build upon those ideas expressed. In addition to classroom conversations, learning experiences across content areas will require students to make oral presentations. In both speaking and writing, students will be expected to be knowledgeable of and use standard English, unless non-standard English is dictated by the particular literary or content purpose.

At this stage in the middle school development process, East Harlem Scholars intends to utilize the following resources to support CCLS-aligned literacy and writing instruction: EngageNY ELA Modules, Junior Great Books, the Uncommon Schools Reading Taxonomy (Close Reading, Writing for Reading, Vocabulary) and Step Up to Writing.

Literacy is not limited to ELA. Consistent with our elementary school (and as required by the CCLS for literacy across content areas), East Harlem Scholars middle school students will learn to read, write, speak, listen, and use language effectively in all content areas. Therefore, instruction in social studies, science, math and the arts will place an emphasis on literacy, including the specific/technical language associated with each of these subject areas. This approach supports the building of new knowledge about a variety of subjects and helps students think critically about historical and current events, themes, and technical and scientific issues. Students will read, analyze, and respond both orally and in written form to various texts from their own experience using their own ideas and thoughts to further develop their college-level, analytic speaking, listening and writing skills.

### *Math*

The expectation for East Harlem Scholars students is that the middle school math curriculum will provide them with a pathway to take Calculus or AP Calculus by their senior year of high school. In order to accomplish this, we will prepare our students to take Algebra I by the 8<sup>th</sup> grade. This will provide students with the opportunity to take the Integrated Algebra Regents exam by 8<sup>th</sup> grade potentially earning them 2 high school Math credits by the time they graduate from middle school.

East Harlem Scholars will offer rigorous math courses that support the process and content strand of the CCLS. These skills are needed for 21<sup>st</sup> century careers in science, technology, engineering and math. The proposed math curriculum materials will provide the vehicles for students to meet the mathematical demands presented by colleges and careers, develop procedural proficiency, and use mathematical thinking in varied real-life situations.

Among the instructional resources being considered to support CCLS-aligned math instruction are the *EngageNY Math Modules*, *Go Math* and *Cognitively Guided Instruction Math*.

### *Science*

Modern science is becoming increasingly interdisciplinary and collaborative in nature. East Harlem Scholars students will be introduced to critical new ways of thinking about and conducting scientific inquiry. Learning the foundations of physical, mathematical and life sciences in an integrated, active-learning classroom will produce students that are better prepared to the challenges of a well-educated and highly skilled 21st century economy and workforce.

Our middle school science curriculum will be aligned with the Next Generation Science Standards and will build upon the strong foundation that our children have in science and will capitalize on the passion for the subject that has been instilled in them over the K-5 years. The middle school science curriculum will provide students with an inquiry-based, comprehensive approach to learning by incorporating basic and advanced skills (including vocabulary and fluent usage of scientific language), math applications, use

of materials, opportunities for project-based learning and other explorations, scientific research (including process skills and procedures), and real-world technology use. To accomplish these learning objectives, a blended approach including skill-based texts, and reading and writing in the content areas will be implemented. Teachers will incorporate 21<sup>st</sup> century learning and skills by asking students to think critically, communicate and collaborate with each other so that innovation can occur. Delta Education FOSS Middle School Science Kits will support inquiry-based science instruction.

The School's science curriculum for all grades will be rigorous and focused on providing students with the skills, content knowledge and capacity for scientific thinking and inquiry necessary for them to engage successfully in college study. The core science curriculum includes Physical Science, Living Environments, and Earth Science. Each grade will follow one of these curriculum tracks throughout the year. Sixth graders will study physical science including matter, energy, forces, and motion. Seventh graders will delve into life science. They will study life on both a microscopic and macroscopic level through cell biology, genetics, evolution, ecosystems, and systems of the human body. Eighth graders will learn about the earth sciences. They will study geology, complex weather systems, and astronomy. Throughout all of these curricular strands, middle school students at East Harlem Scholars will focus on the ways that humans impact the world around them. In all three grades, the curriculum will use hands-on activities and experimentation to deepen conceptual understanding and facility with scientific methods.

The School will use science notebooks as an ongoing and authentic assessment of students' conceptual understanding and process of scientific thinking. Starting in elementary school, students regularly practice their scientific writing skills by recording observations, data, results and conclusions in their science notebooks. In middle school, students will build upon the skills learned in elementary school. They will use their notebooks to practice all elements of the scientific method and engage in constant conversation with their teacher.

### *Social Studies*

Rooted in the New York State curriculum and the expectations of the CCLS for literacy within this content area, the East Harlem Scholars social studies curriculum is designed to build on skills, knowledge, and understandings in the areas of geography, social and cultural issues, and economic concepts as they relate to the United States and the global community. Reaching beyond simply assessing concepts and learning skills, students will be expected to demonstrate mastery of broader themes through refinement and application of learned content. Through the use of contemporary examples of case studies, students will expand their use of the dimensions: intellectual skills, multidisciplinary approaches, depth and breadth, unity and diversity, multiculturalism and multiple perspectives, patterns to organize data, multiple learning environments and resources, and student-centered teaching, learning, and assessment. Students will be expected to understand their role and function in the United States and the global community having acquired the skills to research facts and develop opinions and ideas enabling them to make informed decisions.

The course materials in social studies will provide students with an inquiry-based approach to learning historical content and current events. The School will use utilize TCI's *History Alive!* and *Geography Alive!* middle school series to support Social Studies instruction. In addition, skill-based texts and reading and writing in the content area will ensure students are able to develop and utilize literacy skills effectively in Social Studies. Social studies will also include investigative technology skills and opportunities to learn about different cultures, historical eras and events.

### *Specials: Art, Music, Gym/Health, Electives*

East Harlem Scholars middle school will continue specials studies in the area of fine art, music and physical education/health and will introduce new electives in which students are engaged. The goal of our middle schools specials program, like that in the elementary school, is to ensure that our students can



explore and develop multiple intelligences, build passions and discover new interests to build character, skill and realize their best possible selves. Among the electives that East Harlem Scholars is currently considering are Poetry, Robotics and Theatre.

### *Spanish*

Students will continue their study of the Spanish language in the middle school with the goal to reach a high degree of Spanish proficiency by the 8<sup>th</sup> grade, including the capacity of students to pass the High School Regents Exam in Spanish by the end of 8<sup>th</sup> grade.

### *An Integrated Approach to Technological Literacy.*

Skills in the use of available technologies are widely recognized as essential to educational and professional advancement. Use of appropriate technologies in the context of regular classroom instruction will enable students to develop technological fluency. Teachers will have access to technology (for example, SMARTBoards) and are expected to employ technology for instructional purposes. In addition, students will use various technologies throughout their academic studies. The ability to make effective use of online databases, computing technologies, modeling software, word processing, and communication/ presentation programs is essential to the authentic work of the core academic disciplines and is best taught in these contexts. Students' access to laptop computers in classrooms will ensure that teachers can build technological literacy through meaningful learning challenges in their classrooms.

### Middle School Assessment

Instruction in the middle school will be informed by data. As in the elementary school, the middle school program will have a comprehensive assessment system to provide diagnostic, formative and summative data which teachers and leaders will use to evaluate student knowledge and skills. The following table provides an overview of the specific assessments that will be used in the middle school.

<b>Assessment</b>	<b>Purpose</b>	<b>Design</b>	<b>Format</b>	<b>Rationale</b>
F&P Reading Assessment	Gauge students' reading levels	External by Fountas and Pinnell	Reading passages in leveled books with set questions: about the text, in the text, beyond the text We should consider using the written section for MS grades as well	F&P is used in the elementary school, K-5. It is tied to established reading levels in children's literature. F&P data will be used to create intervention groups.
NWEA MAP	Gives student specific achievement data for math and reading	External by NWEA	Computer, adaptive to student, access to online reports	Scholars has used the NWEA MAP in elementary school and has found it to be a predictor for achievement, state test scores etc. We will use to create intervention groups.

Interim Assessments	CCLS aligned assessments	Made in house	Aligned with curricula, CCLS, should be created in summer 2016 and used as a map for planning daily lessons so each daily objective is aligned with a question on the IA	We will use this to revise curricula, spiral CCLS throughout the year based on results and create intervention groups.
Ed Vista	State Test practice assessment	External	Paper and bubble sheet, computer graded and access to reports	We will use this to help students with stamina and prep for the state tests
NY State ELA, Math, Science, Spanish Proficiency tests.	Gauge student achievement against district, city and state	External		This is in compliance with all schools in NYC and can be used as a strong indicator for end of year achievement data
New York State Regents Exam: Integrated Algebra I, Living Environment, Earth Science, Spanish	To measure mastery of skills and knowledge required of the algebra, science and Spanish disciplines.	External		To give students the opportunity to earn High School credits as 8 <sup>th</sup> graders, allowing them to take more Advanced Placement courses and possibly college level courses in High School.

Modeled after the processes in the elementary school, the middle school will have quarterly professional development days that align with our assessment schedule enabling teachers and leaders to understand the data and make differentiated lesson plans or intervention plans for specific cohorts and students based on the data.

#### Instructional Leadership, Professional Development and Teacher Evaluation

The instructional leader of the Middle School will be the middle school Principal. The Principal will be supported by the Director of Curriculum and Instruction who will manage the coaches and the instructional staff. The Middle School Principal and Director of Curriculum and Instruction will be responsible for leading and providing professional development. The middle school professional development model will follow that of the elementary school, including:

- The school year will begin with a three week pre-opening PD period—Build Days.
- Teachers will engage in weekly Friday afternoon professional development, days in which students are dismissed early.

- Quarterly professional development, aligned with the assessment schedule, will allow for focus on bigger trends related to student achievement data analysis.
- Professional Development topics will be identified based on student achievement and teacher observation data.
- Professional development will be differentiated to meet the needs of teachers (i.e. Build Days will begin earlier for new teachers to the school)
- Veteran or exemplar teachers may serve as teacher mentors to new teachers.

As in the elementary school, teacher evaluation in the middle school will be intimately linked with professional development. It is considered part and parcel of professional development as a means to support, build and strengthen the instructional capacity of individual teachers. Teacher evaluation in the middle school will likewise follow the processes established at the elementary school. At the beginning of the school year, the teacher and the Director of Curriculum and Instruction will establish short term and long-term goals for the year in a Growth Plan. This Plan informs the coaching plan between the teacher and Director of Curriculum and Instruction and how the coach will provide individualized support to the teacher in achieving short and long term goals. These Plans also inform middle-school wide and differentiated professional development topics. The Director of Curriculum and Instruction uses the school's Staff Evaluation Rubric for observations and feedback during the five week observation cycle. The Director of Curriculum and Instruction and teacher routinely revisit the Growth Plan to monitor progress towards and/or achievement of short and long term goals, modify existing goals or add new goals as necessary and adjust coaching plans accordingly. A teacher is formally observed and reviewed twice by and the Growth Plan may, in certain cases, guide the debrief that occurs between them. Reflective of the school's commitment to building teacher's instructional capacity are the resources that are available to teachers to help them reach their goals. Teachers are supported in their goals not only through coaching but also through work with their peers (through grade team meetings, staff meetings, peer observations, classroom demonstration sites), literacy and math staff developers/consultants and external workshops. Instructional leadership will develop improvement plans for struggling teachers with clear next steps and support for these teachers to improve their instructional practice. High performing teachers and teachers who exhibit strong growth in their instructional practice are recognized through opportunities to pursue leadership roles among their peers including applying for grade team lead positions, mentor teacher positions, and teaching resident positions.

#### Extended School Day

As with the elementary school, the East Harlem Scholars' middle school will have an extended school day. There will be slightly more than 7 hours of instruction each day exclusive of breakfast, lunch and recess. Students will begin their day with 20 minutes of Morning Meeting/Advisory and will receive 90 minutes of daily ELA instruction, 30 minutes of daily Guided Reading, 90 minutes of daily Math instruction and 45 minutes each of Science, Social Studies and Spanish instruction four days a week. Students will have 45 minutes daily of a rotating schedule of specials (art, music, physical education) and 20 minutes daily of a rotating schedule of Advisory and Electives. In addition, the school year will comprise 190 days similar to the elementary school.

### **A Developmentally Responsive and Socially Equitable Middle School**

#### *Developmental Designs Approach*

East Harlem Scholars believes that children learn at their best when attention is paid to building their social and emotional competencies. As such, the elementary school has incorporated a school-wide Responsive Classroom framework in establishing an environment that supports our children's social and emotional growth and empowers them to be active participants in their own learning and the learning of their peers. It accomplishes this by creating a classroom and school-wide environment with routines and

universal expectations. These routines and expectations reflect values of respect for self, others and the community, collaboration and teamwork, cooperation, responsibility, creativity, independence and self-discipline all of which are fundamental to the achievement of any type of success.

Just as in the East Harlem Scholars elementary school, Responsive Classroom practices will inform how we establish our successful middle school. Importantly, these practices (which are known as Developmental Designs in the middle school years) not only support the establishment of an academically excellent, developmentally responsive and socially equitable learning community (the key traits delineated by the Schools to Watch Initiative) but also provide the framework for perpetuating the environment that underpin these key traits. Developmental Designs is a natural extension of our elementary Responsive Classroom environment, the principles of which have been embraced in the elementary years by our children and staff. Developmental Designs structures recognize the need for young adolescents to have autonomy, feel competent, be connected, have a voice, feel empowered, have fun, build relationships and feel safe. Just as with Responsive Classroom, our Developmental Designs approach in the middle school involves comprehensive classroom and school-wide practices that integrate social and academic learning. In such an environment, adolescents become more engaged in learning.

#### *Morning Meeting/Advisory*

Each morning, students will begin the day with a 20 minute Morning Meeting/Advisory Period. This meeting time sets the tone for the rest of the day for each student and the larger community as well. This is a time for students to build relationships with their teacher and classmates—an important element of Design Development. In this community-building period, the whole class greets each other in the morning, shares news and participates in team-building activities allowing students and teachers to get to know each other better. These community-building practices are an age-appropriate extension of the East Harlem Scholars K-5 Responsive Classroom's Morning Meeting, where middle school students continue in the kinds of practices that demonstrate their respect for each other and their community. These practices result in a safe and inclusive environment with engaged students where teaching and learning are strengthened.

#### *Advisory Periods*

At least two days each week, students will be broken up into smaller cohorts of approximately 15 students to participate in advisory periods. These cohorts will begin in sixth grade and continue until eighth grade. These advisory periods will be facilitated by an advisory mentor, which will be a member of the East Harlem Scholars staff. Staff will meet on a regular basis to discuss their advisory groups and plan future lessons. While we believe that all adults in the East Harlem Scholars community are people in whom students can trust and with whom they can bond, the role the advisory mentor plays in our students' lives is one that specifically builds the kind of trust and adult connection described by Schools Watch Initiative as a key trait of great middle schools. The Advisory Periods are an important component of our school mission as we provide emotional and social skills and support in addition to our academic classes. Advisory periods will provide students formal opportunities to focus with the advisory mentor and with each other on (1) social and emotional development; (2) character education and leadership and (3) their transition from elementary school to middle school (6th grade) and the transition from middle to high school (7th/8th grades). Students will discuss organizational, time management, and study skills to help with these transitions. Additionally, students have an opportunity to bring up and discuss topics that are important to their lives.

#### *Discipline in the Middle School*

East Harlem Scholars' current formal Discipline Code is applicable to both students in the elementary division and the middle school division. How we will operationalize discipline in the middle school is a natural extension of the practices our middle schoolers would have experienced as K-5 students, but in a more age appropriate way for them now as adolescents. Developmental Designs provides us with a

framework for guiding middle school students to responsible independence. The goal of discipline in the middle school is to teach students self-management. The more social skills they have (resilience, cooperation, assertion, empathy and self-control), the more responsibly independent they can become. Our approach to discipline taps into a young adolescent's need to have autonomy, feel competent, have a voice and be empowered. The tools that teachers will use to build student self-management and peer and teacher relationship skills are: (1) Goal setting, including having students set long-term and daily academic and social goals for themselves, and periodically assessing how well they have met those goals, as well as goals set by the teacher; (2) Social Contracts, bringing staff and students together to create a set of behavioral guidelines that they use to tend to the health of the community throughout the year; and (3) Modeling and practicing, allowing teachers and students to work together to create and become adept at specific protocols for classroom and school-wide routines. Students thrive in an environment that embeds knowledge of self, self-control, self-assessment, and appreciation for others within their daily school responsibilities.

When the Social Contract is broken, East Harlem Scholars teachers will use a variety of strategies and natural and logical consequences to return the student to upholding his or her obligations in the Social Contract, including redirection, loss of privileges, taking breaks, etc. Teachers and students work collaboratively to problem solve, including problem solving meetings, conflict resolution, social conferencing and other strategies to find resolution to chronic problems. Such methods are always exhausted before the more punitive consequences from the formal Discipline Code must be taken.

#### **Continued Work to Develop the Middle School**

While we have made significant progress in developing the overall framework and finalizing fundamental components of our middle school educational program, our work will continue over the next several months to further develop and refine our model.

**MAUREEN YUSUF-MORALES**

Long Island City, New York 11109

**EDUCATION**

New York University, Steinhardt School of Culture, Education and Human Development New York, NY, 2011-2013  
*Master of Arts in Educational Leadership*

- Permanent Teaching Certification for grades 1-6 and School Building Leader Certification in New York State

Smith College Northampton, MA, 2000-2004

*Bachelor of Arts, Education and Child Studies*

- Winner of the Frank and Sally Wright Award for Excellence in the Area of Education and Child Studies

## ADDITIONAL LEADERSHIP IN EDUCATION

Featured in 30 Under 30: Innovative Educators, Splashlife Resource and Advocacy News Group

May 31, 2011

### Breakthrough Collaborative

#### *Curriculum Writer*

San Francisco, CA 2010-2011

- Design rigorous, skill based, college prep curricula in English, aligned with Common Core Standards for 6<sup>th</sup> and 7<sup>th</sup> grades

#### *Leadership Team for Intern Teacher Training Initiative*

San Francisco, CA 2009-2011

- Develop, implement and assess teacher accountability and effectiveness cycle and cross multiple implementations
- Lead developer and presenter various instruction and program specific workshops published through Breakthrough Collaborative

### Diversity Education Consultant

New York City, 2005-2013

Provide a myriad of services to schools and parent groups including diversity initiatives, anti-bias training workshops and middle school curricula development. Clients include:

- Curriculum Writer for Deconstructing Racism, Calhoun School and W.K. Kellogg Foundation (2012-2013)
- Student Diversity Leadership Conference, National Association of Independent Schools (2007, 2009, 2010, 2012)
- Diversity Life Skills Teacher, The Town School, 2005-2011
- Hyde Charter School, faculty workshops (2010)
- Hunter College Elementary School, faculty and family workshops (2009-2010)

## **Governance**

As discussed in the Executive Summary, the East Harlem Scholars Academies Board has provided high quality and effective oversight of the School since its founding. The Board consists of deeply committed and experienced individuals with the requisite individual and collective experiences to oversee the school's growth and development as it expands to include the middle school grades in the second charter term. Importantly, the board consists of a mix of veteran members and new members. Fifty-six percent of the current members have served on the East Harlem Scholars Board for more than 4 years. They bring their experience, institutional knowledge and a direct link to the values and intentions of the school's original founders in creating East Harlem Scholars to the process of growth and development. Meanwhile, the newer members of the Board were specifically sought after as the Board, through its established board development process, determined the kinds of skills and experiences that were needed at the governing body level in anticipation of the school's future milestones (be it the school's permanent facility or the school's planned expansion to the middle school).

The governing body has already adopted mechanisms that will ensure the sustainability of its successful leadership as the school enters its second charter term. As outlined in the East Harlem Scholars II charter application (*Response 15(a-c) Governance*, included by reference), the Board follows a Trustee Recruitment and Selection Process that regularly anticipates and identifies needs of the school and the gaps that may exist at the Board level to meet those needs. The Board has followed these established processes in order to continue to build its capacity. For instance, as part of the middle school planning process, the Board identified the need to add more experience in the K-12 space. After a careful process of vetting potential candidates who could provide the Board with additional leadership in this area, East Harlem Scholars Board seated its most recent member who has strengthened the Board's knowledge and experience in this area.

The Board follows a New Member Orientation Process to ensure that new members can participate as effective and informed members of the governing body. The Board also recognizes the need for all Board members, regardless of their length of service, to continually receive professional development to improve their capacity as individual members of the Board and as a collective body. To that end, the Board participates in training sessions facilitated by experts in charter school governance. The Board takes part in an annual retreat where a range of experts on a variety of topics present to the Board.

The Board is cognizant that it may be confronted with issues unique to educating young adolescents in the middle school, particularly around discipline. Discipline in the middle school is more likely to rise to the level of suspensions and expulsions than in elementary school. Thus to prepare for these issues, school discipline was the main topic at this year's retreat. The Board will avail itself of further training around their potential roles in the discipline process, particularly around discipline hearings.

The expansion to middle school will not change the relationship between East Harlem Scholars and EHTP as it relates to the overlap between the two Boards and the shared service agreement between the two entities. The expansion to middle school may require additional support on the part of EHTP. Should expansion to middle school be approved, the Boards of EHTP and East Harlem Scholars along with school and EHTP leadership will discuss any necessary expansion of services that would be necessitated by the school's growth.

East Harlem Scholars has established a clear organizational structure of Board, Board committees, staff, systems, and procedures, compliant with its charter, applicable laws and regulations, which support the daily operations of the School. This is evident in among other things, the Board's By-laws, Code of Ethics and Conflict of Interest policies and our organizational chart which shows clearly defined accountability and reporting lines. Each stakeholder has clearly defined roles, regulating policies and



procedures, and mechanisms for evaluating effectiveness. All aspects of these components work cohesively to provide students with a learning environment that is focused on the healthy academic, social, and physical development of the students. While middle school expansion will bring new governance challenges to the school, the governance structure already in place and processes it has established means the Board is well positioned to lead the school to capitalize on opportunities and manage challenges that arise.

## **Fiscal Plan**

The five year renewal budget plans for both East Harlem Scholars Academy Education Corporation and East Harlem Scholars' are included in this renewal application (see *Budget Projection\_East Harlem Scholars Academy Charter School* and *Budget Projection\_East Harlem Scholars Academy Education Corporation*). The five year budgets for both entities are reasonable and financially sound. The budgets reflect conservative assumptions on both the revenue and expense side and are based on the historical revenue and expense trends of both schools operating under the Education Corporation.

### *Fiscal Plan of East Harlem Scholars (the renewal school)*

#### **REVENUES**

- The school assumes a flat per pupil revenue of \$14,027 (the current rate) over the life of the renewal term
- For special education revenue, the school assumes current SPED enrollment (18% <60% and 2% 20%-60%) & current per pupil funding with no increases
- The School assumes it will receive NYSTL, NYSSL and NYSLIBL funds for textbooks, software and library books at the current per pupil rate. This per pupil total remains flat.
- The School assumes prior year federal allocation for Title dollars
- The School IDEA funding based on current SWD enrollment and a 1% increase in annual per pupil funding
- The School assumes facilities funding of \$2,800 per student for students in Grades 4-8 at East Harlem Scholars.
- The School assumes it continues to receive E-rate funding reimbursing the school 90% of its telephone (cell and landline) and internet connection.
- The School assumes an annual amount of private philanthropy in each year of the charter term from two sources: its Annual Benefit and corporate, foundation, Board donations and non-Board individual grants and donations. The amounts budgeted for each of these categories is reasonable and feasible given East Harlem Scholars' track record in the first charter term of raising these funds. In addition, as part of its Shared Services Agreement with EHTP, EHTP development staff actively raises private philanthropy on the part of the School.

#### **EXPENSES**

While per pupil revenue stays remain generally flat over the five year renewal term, expenses reflect cost of living increases.

#### **Personnel Expenses**

On the expense side, the largest expense category is that of human capital—our administrative, instructional and operational personnel. Our budgets reflect our expected staffing structure for the K-8 school over the five years. (See *Staffing Plan\_East Harlem Scholars Academy Charter School*). Average salaries are budgeted to increase 3% annually.

#### **Non-Personnel Expenses**

East Harlem Scholars' historical financial trends over its first charter term have informed the assumptions for each line item for non-personnel expenses.

#### **School Operations**

For all School Operations budget items, East Harlem Scholars has based the figures on the average per pupil spend for the last two years, assumed a 3% increase to get a baseline figure and then assumed an annual 3% increase each year. Each figure, when based on a per pupil amount, also grows as East Harlem Scholars' student population grows. Finally when based on the number of personnel, each figure also grows as the East Harlem Scholars' staff grows.

## **Facilities and Operations**

### ***Rent & Other Facilities Costs***

Rent and facilities costs now reflect all the costs related to the fact that East Harlem Scholars will move into its permanent facility in the Summer of 2016. The rent line reflects the terms of the lease agreement with East Harlem Scholars and the owner of the building, approved by CSI in October 2014. Per the terms of the lease, East Harlem Scholars pays half year rent in FY 2017. FY 2018 is the first year in which East Harlem Scholars pays a full 12-months' rent on the building. While there is a net loss in that year, it is important to note, that it still remains in a healthy cash surplus position. It is this healthy reserve fund that will allow East Harlem Scholars to weather any individual year in which annual expenses may exceed annual revenues. By the end of the renewal term, East Harlem Scholars still has a healthy cash reserve of \$1.87 million.

### ***Shared Services Agreement with EHTP***

East Harlem Scholars will continue to have a Shared Services Agreement with EHTP, which codifies the support services that EHTP will provide to the school annually. Over the renewal term, the fee for the shared services arrangement with East Harlem Tutorial Program is 9% of total expenses—well under the recommended average.

### ***Fiscal Plan of East Harlem Scholars Academy Charter School Education Corporation***

In addition to the five year renewal budget for East Harlem Scholars, we have also prepared consolidated budgets which represent those of the entire education corporation, East Harlem Scholars Academy Charter School. The Education Corporation, under which both East Harlem Scholars and East Harlem Scholars II operate, also continues to operate in a fiscally sound manner. Each year the Education Corporation operates in a net surplus position and by the end of the renewal term, the Education Corporation has a healthy cash balance of \$5.7 million. These surpluses in a large part are driven by the fact that East Harlem Scholars II will continue to be co-located at the Jackie Robinson Education Complex and thus continue to incur no annual lease expense.

The revenue assumptions for the Education Corporation mirror that of East Harlem Scholars in terms of being based on current student demographics and current per pupil allocations. Revenue assumptions are conservative in that they are generally projected to remain flat. Expenses, however, increase annually based on the operating experience of at each of the schools.

### **Evidence of Fundraising Capacity to Meet Budgeted Fundraising Goals**

The renewal budgets for both East Harlem Scholars Academy and the Education Corporation calls for private philanthropy (\$200,000 in FY 17 growing to \$375,000 in FY 21 for the renewal school and \$350,000 to \$650,000). These amounts are well within the School's fundraising capacity, particularly given the East Harlem Scholars Academy Charter School education corporation Board's fundraising capacity along with the significant support it will receive from its Partner Organization in the fund development area as spelled out in the Shared Service Agreement. The Agreement will continue to codify EHTP's commitment to ensuring that the School is financially viable and able to successfully raise the private philanthropy it needs to operate as it did during the first five year charter term.

The experience of the first charter term attests to the feasibility and reasonableness of these philanthropic assumptions. Among the foundations supporting East Harlem Scholars during its first charter term were the Walton Family Foundation (\$250,000), the Robin Hood Foundation (\$150,000), and the Bodman Foundation (\$50,000). In addition, the School received a \$50,000 from the New York City Charter Center. Each Harlem Scholars has been a beneficiary of proceeds from EHTP's annual fundraiser. Over the last four years, East Harlem Scholars has received a total of \$200,000 from EHTP's annual fundraising event.

EHTP has tremendous fundraising capacity and experience. Annually, EHTP raises approximately \$4,800,000 to cover its operations, including supporting both charter schools. Its annual Fundraising Benefit experienced a 27% annual percentage increase in revenue raised since 2010 when it raised \$609,987 to 2015 when it raised more than \$2.6 million. Both charter schools were direct beneficiaries of this windfall in support.

The Education Corporation Board has tremendous fundraising capacity. Each year, the Board experiences 100% giving from its members. Last year the Education Board made \$971,028 in person contributions<sup>1</sup>. In addition, to these significant personal contributions, the Board members also raised \$665,608 collectively from outside sources<sup>2</sup>.

Between the depth and breadth of its governing Board's fundraising capacity leveraged by the fundraising support services that East Harlem Tutorial Program will continue to provide to the school, the amounts budgeted for private philanthropy in the renewal term are considered the floor of what we expect to raise, with the ceiling being much higher.

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<sup>1</sup> Because contributions of the Education Corporation Board are made through EHTP, this revenue does not appear on the East Harlem Scholars Academy Charter School financial statements.

<sup>2</sup> As with their personal contributions, these donations flowed to EHTP and do not appear on the East Harlem Scholars Academy Charter School financial statements.

## **Facility Plan**

Beginning with the 2016-17 school year, the first year of East Harlem Scholars' second charter term should it be renewed, the School is scheduled to be located in its permanent home located at 2050 Second Avenue, at the corner of 105<sup>th</sup> Street and 2<sup>nd</sup> Avenue. The school building will be a newly constructed 6-story, 52,000 square feet state-of-the-art facility that was designed to the suit East Harlem Scholars' needs at full capacity. The school is scheduled to move into the new building in July 2016.

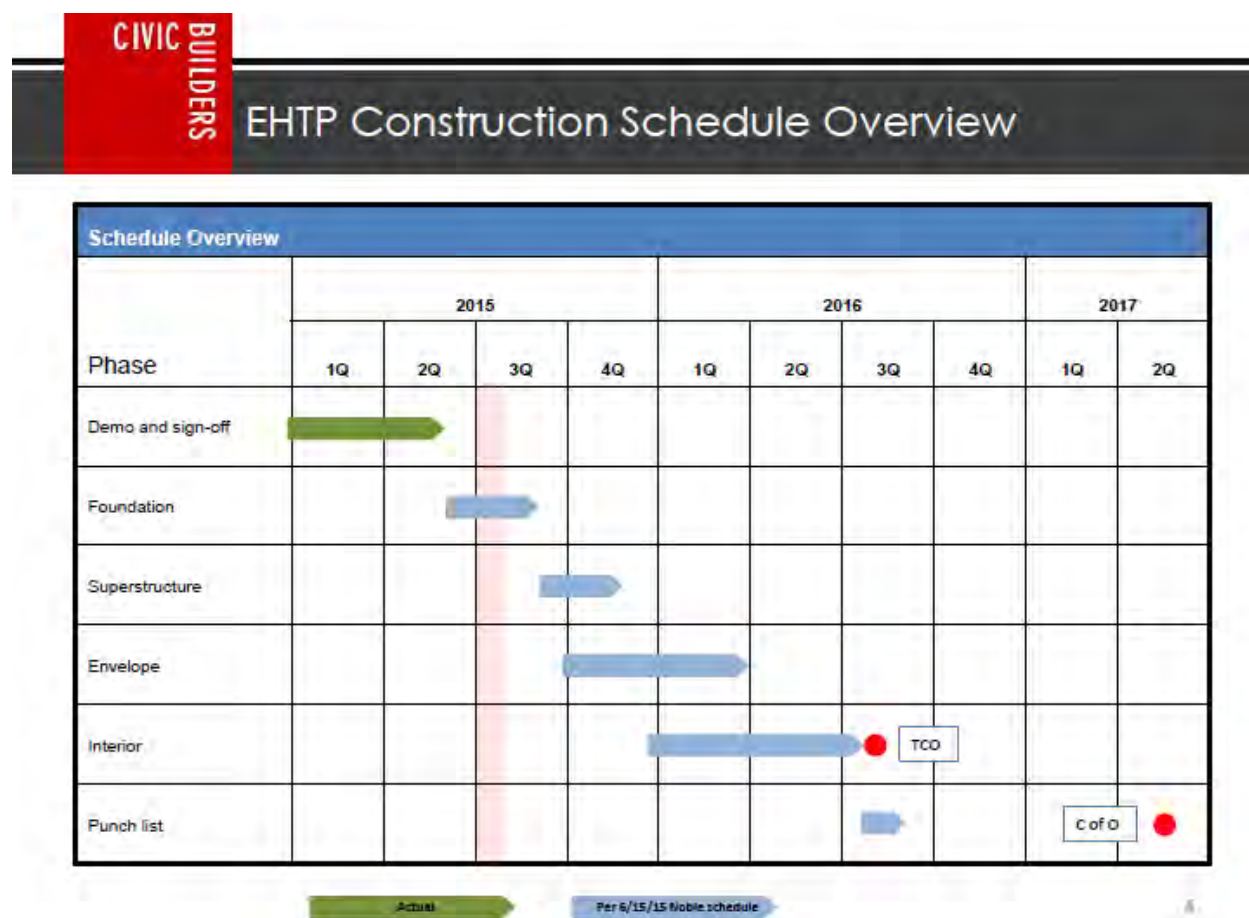
The design of the building was the result of a careful and deliberate process to ensure that the space would meet the needs of the School as it grew to full capacity. Members of the East Harlem Scholars and EHTP Boards and East Harlem Scholars' school leadership worked closely with Civic Builders to lay out the School's spatial requirements as it grew from a K-5 school to full enrollment as a K-8 school. The original approved charter served as a jumping off point for the analysis of grade K-5 space needs and was supplemented by the spatial needs informed by three years of actual school operations. In addition the analysis of space requirements for the Grade 6-8 grade span coincided with the Board and school leadership's own exploration of middle school plans in anticipation of developing its charter renewal application which would incorporate plans for the middle school expansion and growth. The facility plan for the school at full capacity did not merely need to ensure that there was adequate instructional and non-instructional space to deliver its academic and operational plan, but importantly it needed to also be aligned with the school's culture and character.

This analysis was translated into a detailed space program that delineated all the requirements of the school, the square footage devoted to the specific spaces and their location in the six story facility. This space program was used to inform the school design developed by an unparalleled architectural team with extensive experience in the field. In addition to the necessary classroom space to support two sections of each grade K-8, the new building will have unique programmatic spaces to support aspects of the school's educational model. For instance, in the elementary school there are a number of "half classrooms" to support opportunities for small or half group instruction enabled by (1) the co-teaching model in the K-5 span and (2) the school schedule that allows for more intensive literacy instruction through half class instruction in ELA while the other half of the class is engaged in specials. In addition, there are smaller breakout rooms such as those for guided reading groups and PT/OT support for children with IEPs. At the middle school level, specialized rooms include a science classroom/lab and a *maker space* designed to engage students in a variety of hands on scientific topics. The importance that East Harlem Scholars places on developing the whole child is reflected in the school design with a gymnasium and designated rooms for art and for music as well as a performance space for students to display their talents before the school community. A distinctive learning space in the design is the outdoor classroom which is both an outdoor recreational space as well as a learning space that can support outdoor student learning experiences as part of the School's hands-on science and social studies curriculum.

The design also reflects the importance East Harlem Scholars places in building a collaborative teaching culture. There are designated spaces for teachers to work together including meeting rooms and a teacher collaboration room, in addition to spaces devoted to school leadership team members overseeing curriculum and instruction, school culture and operations and spaces for the elementary and middle school instructional leadership. A Family Engagement Center and Community Café has also been incorporated into the design of the school building reflecting the commitment East Harlem Scholars has to invite and encourage families and the community at large to be vital partners in the education of their children, the children of the East Harlem community.

The floor plans of the building are included at the end of this response. The building was designed by the architectural firm, Perkins Eastman Architects. The firm has significant experience in the K-12 educational space, designing school buildings nationally and internationally for private and public schools

including for NYC public schools through the Schools Construction Authority. Noble Construction Group LLC, a contractor experienced in building educational facilities, is the contractor. Civic Builders, with a proven track record for successfully managing charter school construction projects, is serving as the project's construction manager. As of August 2015, the project is entering its Superstructure phase. The following construction schedule illustrates the project milestones through occupancy in Summer 2016:



The School has a long term lease arrangement with the owner of the building, East Harlem Center a disregarded entity of EHTP. The lease was approved by the SUNY Charter Schools Institute in October 2014, attesting to the School's ability to support the lease and other facility costs associated with its permanent home without jeopardizing the financial health and academic integrity of the school. The approved lease agreement is incorporated by reference.

### The Role of EHTP in the School's Facility

EHTP has been an instrumental force behind the development of the school's permanent home. The new building is actually being built on grounds where EHTP's offices once stood. It had been EHTP's Board of Trustees' long term vision to create a Community Education Center that would not only house East Harlem Scholars Academy Charter School but also provide for spaces for its other critical programming impacting the children and families of East Harlem. EHTP's relocation of its offices to other space allowed for the demolition of the existing buildings on the site to make room for this state-of-the-art facility. In addition, EHTP's Board of Trustees has spearheaded the capital campaign to secure a large percentage of private philanthropy to pay for the construction. In fact, East Harlem Scholars Board member Marilyn Simons (and new member to the East Harlem Scholars Board) and her husband, Jim

Simons, made a critical lead \$15 million matching grant to the capital project. EHTP leadership also worked closely on the successful efforts to secure New Markets Tax Credits and other financing to round out the remaining funds needed to complete the project.

Finally, EHTP Trustees and Leadership Council members have joined East Harlem Scholars' Board members and other organizational friends on the Facilities Taskforce. The Facilities Taskforce has been working closely with Civic Builders, to oversee the planning and construction project and ensure its adherence to the established timetable.

Clearly, as it has with the growth and development of East Harlem Scholars since its inception, EHTP is playing an essential role in ensuring the School has a permanent home.



## First Floor Plan

- 1 LOBBY
- 2 SCHOLARS CAFE
- 3 MEETING ROOM
- 4 MECHANICAL ROOMS
- 5 GYMNASIUM
- 6 STAGE/FITNESS
- 7 NURSE'S SUITE
- 8 OPERATIONS SUITE

East Harlem Education Centre: September 02, 2014

Perkins Eastman





## Second Floor Plan

- 1 KINDERGARTEN
- 2 MEETING ROOM
- 3 ED OFFICE
- 4 HEAD OF SCHOOL
- 5 H.O.S. ADMIN
- 6 CURRICULUM SUITE
- 7 RECORDS
- 8 PRE-KINDERGARTEN
- 9 IT SUPPORT
- 10 GUIDED READING
- 11 MUSIC
- 12 PT/OT

East Harlem Education Center, September 02, 2014

Perkins Eastman



## Third Floor Plan

- 1 CLASSROOM
- 2 HALF CLASSROOM
- 3 LIBRARY
- 4 DINING
- 5 FOOD PREP.
- 6 SERVERY
- 7 OFFICE
- 8 OUTDOOR CLASSROOM

East Harlem Education Center: September 02, 2014

Perkins Eastman

## Fourth Floor Plan

- 1 CLASSROOM
- 2 HALF CLASSROOM
- 3 ART CLASSROOM
- 4 CULTURE SUITE
- 5 PRINCIPAL
- 6 TEACHER COLLABORATION



East Harlem Education Center: September 02, 2014

Perkins Eastman



## Fifth Floor Plan

- 1 CLASSROOM
- 2 SCIENCE CLASSROOM
- 3 ROBOTICS
- 4 HS HEADQUARTERS
- 5 PRINCIPAL
- 6 STORAGE

East Harlem Education Center: September 02, 2014

Perkins Eastman



## Sixth Floor Plan

- 1 MIDDLE SCHOOL CLASSROOM
- 2 CULTURE SUITE
- 3 PRINCIPAL
- 4 TEACHER COLLABORATION

East Harlem Education Center: September 02, 2014

Peykine Eastman

**EAST HARLEM SCHOLARS ACADEMIES STUDENT ADMISSIONS POLICY**  
**REVISED August 2015**

This document has been updated with revisions to the admissions policy. This policy incorporates the original admissions policy that was submitted with the charter application, subsequent revisions and recent amendments to the New York State Charter Schools Act.

**Student Recruitment**

East Harlem Scholars Academies will conduct extensive local community outreach to solicit applications from prospective students entering lottery-eligible grades. As a public charter school, East Harlem Scholars Academies is open to children who are eligible for admission to a public school under New York State law. Additionally, East Harlem Scholars Academies will follow all applicable state and federal laws in admitting students.

East Harlem Scholars Academy and East Harlem Scholars Academy II will conduct a blind admissions process requesting only basic data from parents about prospective students. East Harlem Scholars Academies does not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, ancestry, religion, or any other grounds that would be unlawful if done by any other public school.

**Open Admissions Only to Designated Grades**

The school will open admissions for each grade in operation, each year. Prospective students must submit an application ("lottery application") to be eligible for admission. If the school receives more lottery applications than the school has seats available for that lottery grade, then the school will conduct a blind lottery to determine which children will be admitted into that lottery grade. After the seats are filled, the blind lottery continues to assign every applicant a number on the waiting list.

**Qualifications**

- ☐ Kindergarten applicants must turn five years old on or before December 31<sup>st</sup> of the year in which they matriculate into Kindergarten; and
- ☐ All applicants must submit a completed and valid application by the April 1<sup>st</sup> admissions deadline

**Automatic Preferences**

Automatic preferences will be given to eligible applicants in the following order:

- ☐ First preference is given to students who attended the school the previous year and are returning to the school. Returning students do not need to re-apply; and
- ☐ Second preference is given to students enrolled in Scholars II Pre-K program

- ❑ Third preference is given to siblings of students enrolled in the school. A sibling is defined as a brother, sister, or other child legally under the same parent/guardian's care and residing in the same household. Siblings are granted a space, if and only if, there is space in the grade. If not, they will be placed on the school's waiting list as described in the waiting list policy below.
- ❑ Fourth preference is for eligible children of full time employees of East Harlem Scholars and EHTP (capped at 10% of new enrollees).

### **Selection**

Once all applicants with automatic preferences have been admitted, all other applicants will be considered. Each applicant will be entered into the lottery, based on the admission criteria preference described below. Siblings applying to the lottery where no sibling already attends the school will share all entries; if their entry is selected the siblings will occupy the next available spot on the list. Entries will be selected at random until all currently available spots are filled. The remaining entries will be sorted in the same random manner to create the waiting list in each grade. The waiting list will be used to fill empty spaces as necessary.

### **Additional Preferences**

East Harlem Scholars Academies will give an admissions preference to students who reside in New York City Department of Education designated Community School District number 4 ("CSD 4") in which the school is physically located.

East Harlem Scholars Academies will also grant admissions criteria preference for English Language Learners "ELL"; defined as students whose families self-report "yes" on the following application questions:

1. Does your child mainly speak a language other than English?
2. In your home, do you mainly speak a language other than English?

East Harlem Scholars Academy and East Harlem Scholars Academy II will use the preferences to divide the applicants into four groups:

- Group 1 – Students matriculating from Scholars II pre-K program.
- Group 2 – Siblings of current scholars
- Group 3 – All ELL applicants for a grade level who reside in CSD 4
- Group 4 – Children of full time East Harlem Scholars staff and full time EHTP staff.
- Group 5 – All ELL applicants for a grade level who reside outside of CSD 4
- Group 6 – All applicants for a grade level who reside in CSD 4, plus any remaining applicants from Groups 1 and 2.
- Group 7 – All applicants for a grade level who reside outside of CSD 4 plus any remaining applicants from Groups 1-4.

The preferences will be applied by conducting the lottery in rounds:

All applicants from group 1, group 2, group 3, group 4, group 5 and group 6 will be entered into a random selection process with each group given different odds for admission based on their preferences.

- a. Students matriculating from Scholars II pre-K program will have second preference.
- b. Siblings of current scholars will have first preference.
- c. 20% of the seats offered to our incoming Kindergarten class) are reserved for scholars whose primary language is not English.\*
- d. Applicants from group 4 will have preference over groups 5 and 6 if the school's minimum 20% of ELL students has NOT been satisfied.
- e. 10% of the seats offered to our incoming Kindergarten class are reserved for scholars who are children of full time staff members of East Harlem Scholars or EHTP.
- f. Then, Group 6 has preference with no limit other than the available number of spots in that grade level.
- g. Finally, Group 7 will fill any remaining spots.

\*The Kindergarten ELL preference was raised from 15 percent to 20 percent, effective in 2013. The school will **not** backfill its existing seats (current grades of K-2) to bring the overall ELL population to 20 percent.

The lottery process will assign all scholars, regardless of grade, a continuous random lottery number (CRLN) as the first step in the lottery process. This CRLN will be used when calling students off of the waitlist if siblings from multiple grades are offered a seat at the same time, and both have siblings in need of a seat from the same grade. Preference will always be given to the sibling with the lower CRLN. Further, in the case that this preference is used across schools, and both siblings have the same CRLN, preference will be given to the siblings from the same school.

To ensure lottery preferences are properly applied, East Harlem Scholars Academies reserves the right to request additional proof of eligibility for ELL status or additional proof of residency at any time. Accordingly, East Harlem Scholars Academies may require students to submit a home language survey after the lottery in order to secure provisional enrollment in the school. East Harlem Scholars Academies reserves the right to eliminate a student from the lottery, rescind school admission, or remove the child from the waiting list upon proof that incorrect ELL or CSD documentation was submitted.

Any and all applications received after the deadline will be automatically added to the bottom of the waiting list in the order in which they are received. Sibling applicants will continue to receive preference and will be added to the waiting list behind any other sibling applicants



already on the list, but ahead of all the other students on the waiting list. In order to avoid such a situation, East Harlem Scholars Academies will make a concerted effort to inform current parents of the need to submit sibling applications prior to the admissions deadline. Additionally, CSD 4 residency will grant priority for applications received after the deadline.

### **Application Deadline**

New York State Education law governing charter schools provides for a statewide deadline for lottery applications. The deadline for all lottery applications to East Harlem Scholars Academies is April 1. All applications must be received on or before the close of business on April 1 to be included in the admissions lottery.

### **Vacancy**

Should a space become available in a class at East Harlem Scholars Academy or East Harlem Scholars Academy II, the school will contact the parents or guardians of the next student on the waiting list. Lottery preferences for each grade level will remain in effect as vacancies occur throughout the enrollment process and throughout the school year. The school will make reasonable attempts to contact the parents or guardians of the first student on the waiting list to determine whether the student wants to enroll in the school before proceeding to the next name on the list. If attempts to contact the student's parents or guardians are unsuccessful, the school may remove that student from the waiting list and contact the next student on the waiting list.

### **Enrollment and Eligibility**

All students who are accepted for enrollment or re-enrollment must complete all of East Harlem Scholars' enrollment forms, by the date required by the school, in order to secure provisional enrollment. First and foremost, a parent must submit the lottery acceptance form as required to reserve a seat in the school. Thereafter, students are required to submit admissions paperwork as directed by the school. Students may forfeit their right to enroll if forms are not returned by the designated date. All new students must take the school's baseline assessments as required.

If a scholar is not present for any of the first five days of school, and if the school has been unable to get in contact with the family, it will be assumed that the family has decided not to enroll the scholar at East Harlem Scholars Academies.



**East Harlem Scholars Academy II  
CHARTER SCHOOL**

**2013-2014 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By East Harlem Scholars Academy II

1573 Madison Avenue, Room 418  
New York, NY 10029  
Tel: (212) 348-2518  
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Steve Corbett, Founding Principal and Chandra Williams, Founding Director of Curriculum & Instruction, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Iris Chen	Secretary, Ed & Accountability Committee
Brian Gavin	Treasurer, Finance Committee
Jamie Kiggen	Executive Committee
Lili Lynton	Vice Chair, Ed & Accountability Committee
Carlos Morales	Finance Committee
Joan Solotar	Chair, Finance Committee, Ed & Accountability Committee and Executive Committee
Tom Webber	Ed & Accountability Committee
David Wildermuth	Finance Committee

**Steve Corbett has served as the Founding Principal since August 2013**

## INTRODUCTION

East Harlem Scholars Academy II opened in August, 2013 with 106 students in grades K-1. Founded upon the 55-year legacy of East Harlem Tutorial Program (EHTP), East Harlem Scholars Academy II is a public charter school whose mission is to prepare students with the academic skills, strength of character and social and emotional well-being to excel in high school and college, to lead in their communities and to realize their best possible selves.

58% of East Harlem Scholars students identify as Hispanic, 42% of students identify as Black, 1% of students identify as American Indian or Alaskan Native, and 1% of students identify as White. 95% of students are eligible for free and reduced lunch. 19% of students qualify for ELL services and 20% of students receive Special Education services.

East Harlem Scholars Academy II is a high-performing, student-centered learning environment that shares the philosophy and values of its founding organization, East Harlem Tutorial Program (EHTP). EHTP and East Harlem Scholars Academy II are grounded in the following guiding principles:

- **All children can and will succeed when provided a great education.** We challenge our students with a demanding academic program and stimulating learning environment so that they develop the skills necessary to succeed in high school and graduate from competitive colleges.
- **The best learning occurs when children engage in higher-order, critical thinking.** To thrive in the 21st century work force and successfully pursue boundless possibilities, our students learn to question, analyze and apply their learning meaningfully. Students develop the essential critical reasoning and leadership skills to succeed in their endeavors, both inside and outside the classroom.
- **A nurturing and supportive environment supports students' love of learning and of themselves.** We place a premium on students' cognitive, creative, social and emotional growth and physical health, blending rigor with joy to ensure our scholars are inspired to learn. Students explore their individual aspirations through the school experience, developing rich personal connections to their learning.
- **Self-awareness promotes dynamic leadership and global understanding.** Our learning community instills in all scholars a deep sense of self-esteem, cultural pride and global responsibility so that they become active citizens of the 21st century and develop into their best possible selves. Diversity is an asset to our learning space, and our scholars are engaged with and aware of different backgrounds and perspectives as they develop a rich understanding of the world in which they live.
- **Active community engagement richly enhances educational opportunities.** Families and the wider community are mutual stakeholders in our scholars' educational success. Having access to a comprehensive support system positions students to reach their fullest potential, and our scholars' commitment to service promotes our vision of social justice and a desire to help those in need.

Consistent with its guiding principles, East Harlem Scholars Academy II embraces the idea that each child is unique, and its instructional model employs differentiated learning strategies to help all students achieve at high levels. East Harlem Scholars Academy II's approach to teaching supports its student-centered approach, its goal to promote individualized instruction and its concern for the growth and development of the whole child. The curriculum components facilitate differentiated instruction and strategic, data-based interventions to support the academic achievement of our diverse learners.

East Harlem Scholars Academy II strives to ensure that each of our scholars reaches his or her highest potential, and strong academic performance is a critical indicator of our success on this front. As such, we use a multi-faceted assessment program to track student performance in our core subject areas. Assessments include standardized exams, curriculum-based tests and quizzes, and a plethora of formative measures including curriculum-based activities, writing journals, teacher observations and outputs from centers activities. Our data-based approach enables us to provide each child with an educational experience that is tailored to his or her individual needs and gears him or her for success.

East Harlem Scholars Academy II has two certified general education teachers in each classroom of 27 students allowing for a low student-teacher ratio of 14:1. This model facilitates highly individualized instruction by promoting small group instruction led by a highly qualified teacher.

We hold our students to very high standards of academic excellence. Recognizing that each child comes from diverse backgrounds with different learning needs, we provide a wide range of services to ensure that all students are equipped to excel. Our full-time reading specialist and ELL specialist assist learners with literacy and reading comprehension, drawing upon their rich backgrounds in early childhood literacy to help students acquire language and master decoding. Students and their families also have access to our resident social worker, speech and occupational therapists and other services. These support staff members work intensively with classroom teachers to align instruction and offer comprehensive support services. Our collaborative work environment positions teachers to ensure that children are fully supported to become their best possible selves.

Recognizing the benefits of additional minutes of instruction in order for students to achieve proficiency in the core subject areas of ELA, math, science and social studies, East Harlem Scholars Academy II has a longer school day (7:25 a.m.-4:00 p.m.) and school year (187 days) than the district public schools. Students have 90 minutes of math instruction and 170-195 minutes of ELA instruction daily. The extended day and year also allows students at East Harlem Scholars Academy II to have time to engage in meaningful study in subjects outside the core content areas, including that of music, physical education and Spanish, which is offered up to four times a week.

Professional development pervades the classroom and the school. It is embedded in the assignments and analyses that teachers perform every day as they continually draw understanding about their performance from student performance. It is the expectation at East Harlem Scholars Academy II that teachers learn together, solve problems in teams or as a whole staff and feel both individual and collective accountability for the success of every student in the school community. All

professional development initiatives at the school are designed and delivered in a manner consistent with the National Staff Development Council's *Standards for Staff Development*<sup>1</sup>.

East Harlem Scholars Academy II views families as its integral partners in ensuring that the needs of each student are met. East Harlem Scholars Academy II draws on the expertise of EHTP, which has successfully promoted and facilitated meaningful parent involvement and partnership in supporting the growth and development of the children it has served for over 50 years. East Harlem Scholars Academy II engages families in the life of the school in a variety of EHTP's tried and true ways to ensure that all families are informed and supported to participate actively in their child's academic experience.

#### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2007-08														
2008-09														
2009-10														
2010-11														
2011-12														
2012-2013														
2013-2014	54	52												106

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<sup>1</sup> <http://www.nsdc.org/standards/>

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

All students at East Harlem Scholars Academy II will be proficient readers, writers, and speakers of the English language.

### Background

The priority to develop strong readers, writers and communicators is reflected by East Harlem Scholars Academy II allocating up to 180 minutes daily to ELA instruction, in addition to continued work on these skills as a matter of course throughout the curriculum. Teachers plan lessons based on their assessments of students' reading and writing abilities. During ELA instruction, teachers vary between whole class mini-lessons, including shared reading and shared writing, read-aloud activities, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing. ELA instruction has the support of both the Reading Specialist and the ELL Specialist to differentiate and to meet the needs of all learners. In addition, East Harlem Scholars Academy II works collaboratively with a highly qualified Literacy Specialist to lead monthly professional development sessions to staff, with an emphasis on increasing the oral English-language skills and early alphabetic and phonemic awareness skills of children.

The ELA program choices at East Harlem Scholars Academy II include research-based curricula that rest its foundations on those components and methods of instruction that research<sup>2 3</sup> has shown to be most effective for early literacy development. The components identified in the research are screening and continuous assessment, phonemic awareness, alphabetic principle, vocabulary, fluent automatic reading of text, comprehension, and motivating students to read. This is especially important for students from low-income backgrounds who are likely to enter school with limited literacy experiences.

Teachers plan lessons based on their assessments of students' reading and writing abilities. During ELA instruction, facilitated by the co-teaching model, teachers alternate, as appropriate, between whole class mini-lessons including shared reading and shared writing, read-alouds, interactive writing, small group guided reading and writing lessons, and focused independent reading and writing. Also, student learning in literacy and ELA is reinforced throughout the school day through instruction in other content areas that (1) provides explicit instruction and supportive practice in the use of effective comprehension strategies, (2) increases the amount and quality of sustained discussion of reading content, (3) sets and maintains high standards for text, conversation, questions and vocabulary, and (4) increases students' motivation and engagement with reading. In addition, East Harlem Scholars Academy II provides academic support to students in ELA in the form of academic intervention services, tutoring and other effective practices.

For ELA, East Harlem Scholars Academy II uses Pearson Scott Foresman's *Reading Street*, which is a scientific- and research-based reading program aligned with Common Core standards. The core reading program provides explicit, systematic, high-quality instruction focusing on the five critical

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<sup>2</sup> Snow, C., Burns, M., & Griffin, P. (1998). [\*Preventing reading difficulties in young children\*](#). Washington, DC: National Academy Press.

<sup>3</sup> Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.

elements that have been identified by research: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program consistently meets or exceeds expectations at all grade levels. Classic and contemporary fiction and non-fiction selections serve as the foundation of the instructional plan. *Reading Street* is aligned with the research-based 3-Tier Reading Model. The 3-Tier Reading Model is a framework designed to help prevent reading difficulties from taking hold through instructional strategies such as the GRR, which is the overarching instructional model that is utilized at the school. A consistent finding in meta-analyses examining effective instructional practices for students with reading and learning disabilities is that a combination of explicit and systematic instruction with carefully scaffolded instruction that provides modeling and feedback is associated with improved academic outcomes.<sup>4</sup>

East Harlem Scholars Academy II, while focusing on phonics and phonemic awareness in the early grades, also introduces students to the joy of reading with authentic literature. East Harlem Scholars Academy II students understand that the goal of reading is to achieve comprehension, obtain information, build knowledge, gain insights, explore possibilities, and broaden their perspective<sup>5</sup> and the concurrent focus on phonics and phonemic awareness provide them with the tools to do just that.

To measure students' ELA progress, the school uses weekly Reading Street assessments that are aligned to the content and grade level standards. In addition, students complete Words Their Way spelling tests and are tested every eight weeks on their reading level growth using the Fountas & Pinnell assessment. During weekly professional development, teachers analyze student data and create action plans for each student to ensure they reach their end of year ELA goals.

**Goal 1: Absolute Measure**

Each year, 75 percent of students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts exam.

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

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<sup>4</sup> Vaughan H, Whitelaw G, Craig B, and Stewart C. (2003). Linking ecological science to decision-making: delivering environmental monitoring information as societal feedback. *Environ Monit Assess* 88: 399–408.

<sup>5</sup> <http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts>



**Goal 1: Absolute Measure**

Each year, the school's aggregate Performance Index (PI) on the state English Language Arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 1: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English Language Arts exam will be greater than that of all students in the same tested grades in Community School District 4.

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 1: Comparative Measure**

Each year, the percent of all tested general education students who are enrolled in at least their second year and performing at or above Level 3 on the state English Language Arts exam will be greater than the average percent of general education students in the same tested grades in Community School District 4 (the district from which students enrolled in the school are drawn).

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 1: Growth Measure**

Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English Language Arts exam and 75 percent at or above Level 3 on the current year's state English Language Arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 1: Optional ELA Measure**

On the Fountas & Pinnell end-of-year assessment, a minimum of 80 percent of Kindergartners and first graders will read at grade level (independent levels C and I respectively), based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.

**Method**

The Fountas & Pinnell Benchmark Assessment System is a formative reading assessment comprised of 58 high-quality, original titles divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary and comprehension skills for students K-8. This assessment tool is used to determine students' developmental reading levels for the purpose of informing instruction and documenting reading progress. The Fountas & Pinnell Benchmark Assessment System texts were demonstrated to be both reliable and valid measures for assessing students' reading levels.

Fountas & Pinnell *Benchmark Assessment System* is utilized as the ELA eight-week assessment system. Every teacher at East Harlem Scholars Academy receives F&P training, which enables him or her to test students one-on-one. East Harlem Scholars Academy has developed its own standards for proficiency. This running records assessment provides teachers with current diagnostic information that informs their grouping of students in the guided instruction portion of the workshop model, allowing for further support, reinforcement and practice of skills with students when needed. Fluency is also measured in this assessment. Students have target F&P scores for each assessment cycle that indicate whether they are on grade level and on track to meeting the school's end of year goal and will provide a summary of their ongoing growth and progress.

**Results**

The table below shows the results of the F&P in the spring of 2014, and provides a summary of performance.

**Fountas & Pinnell Results Spring 2014**

<b>Grade</b>	<b>Number Tested</b>	<b>2013-2014 Percent of Students on Grade Level</b>	<b>Target Percentage</b>	<b>Target Achieved</b>
<b>K</b>	<b>54</b>	<b>93%</b>	<b>80%</b>	<b>YES</b>
<b>1</b>	<b>52</b>	<b>62%</b>	<b>80%</b>	<b>NO</b>

**Evaluation**

In 2013-2014, East Harlem Scholars Academy II achieved its goal for Kindergarten scholars, however fell short of meeting the goal for First graders. Kindergarten scholars made over 1.5 years growth in reading, with 87% of scholars ending the year above grade level. Our first grade scholars came to

our school with varying abilities, each coming from different schools the year prior. During our BOY assessment, we determined that 42% of our first graders entered the school reading on either AA or A, pre-k level. Despite this, first graders grew 1.4 years growth as a cohort.

We will continue to set ambitious goals and hold high expectations for all of our students, and through a continued focus on literacy through guided reading, phonics, ELA skills, and guided reading believe our scholars will continue to grow as readers.

### **Additional Evidence**

In the beginning of the year, 5% of our kindergarten scholars entered reading on grade level, with 93% reading above grade level at year's end. Only 23% of first grade scholars entered the year on grade level, with 62% reading on grade level by year's end.

### **Goal 1: Optional ELA Measure**

Each year, 80 percent of students K-3 will perform at the 50<sup>th</sup> percentile or higher on the NWEA MAP exam.

### **Method**

The MAP, a nationally-normed, standardized achievement test in reading and math is aligned with New York State Standards and was administered in Kindergarten and first grade. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself. Further, the MAP provides national percentiles that can be tracked over time.

### **Results**

The table below shows the results of the MAP in the spring of 2014, and provides a summary of performance.

**Reading MAP Results Spring 2014**

<b>Grade</b>	<b>Number Tested</b>	<b>Percentage of Students performing at 50<sup>th</sup> percentile or higher</b>	<b>Target for Percentage of Students with a NCE of 50 or higher</b>	<b>Target Achieved</b>
<b>K</b>	<b>54</b>	<b>51%</b>	<b>80%</b>	<b>NO</b>
<b>1</b>	<b>52</b>	<b>46%</b>	<b>80%</b>	<b>NO</b>

## Evaluation

In 2013-2014, East Harlem Scholars Academy II did not achieve this goal. The school fell short of the target percentage with 51% of kindergarten students and 46% of 1<sup>st</sup> grade students scoring at or above the 50<sup>th</sup> percentile or higher. While we did not meet the goal of 80% of students scoring in the 50<sup>th</sup> percentile or higher, our scholars outperformed their projected reading goals in each grade, scoring at 103% and 110% respectively. Our scholars also increased their national percentile rank in each grade.

To improve these scores for the 2014-2015 school year, East Harlem Scholars Academy II plans to utilize additional NWEA MAP instructional tools to support differentiation of skill sets that are aligned with MAP and common core standards. By using this data to inform our small group instruction, scholars will gain practice in areas they are deficient in and be supported in learning concepts that are new and unfamiliar in. We also plan to focus explicit professional development on supporting teachers in using these tools to inform their instruction.

## Additional Evidence

No additional evidence is available at this time.

### Goal 1: Optional ELA Measure

Each year, 80 percent of students will exhibit proficiency in Language Arts by writing a piece that will be scored using an internally developed rubric to evaluate proficiency in writing. Proficiency will equal an average score of at least 3 (out of 4) on the assigned rubric.

## Method

East Harlem Scholars Academy II used the new Writing Workshop units of study rubrics to assess students writing mastery. These rubrics were designed to assess the demands of the new Common Core Standards. The components of the writing rubric include: lead, transitions, ending, organization, elaboration, craft, spelling and punctuation. The staff worked extensively to “norm” themselves against the rubric to support its validity and reliability.

## Results

The table below shows the results of the Writing Rubric in the spring of 2014, and provides a summary of performance.

**Writing Rubric Results Spring 2014**

Grade	Number Tested	Percentage of Students who are Proficient (Level 3 or higher)	Target	Target Achieved
K	54	69%	80%	NO
1	52	73%	80%	NO

## Evaluation

In 2013-2014, East Harlem Scholars Academy II did not achieve the optional ELA writing goal for grades K, and 1. Kindergarten and 1<sup>st</sup> grade scholars did make significant growth over the course of the year. As a grade, Kindergarten averaged a rubric score of 2.91, and First grade a 2.94 on a scaled rubric of 1-4. Our data also shows us that punctuation was our weakest area in both grades, and we plan to incorporate further support in ELA skills to meet this need in the 2014-15 school year.

For the 2014-2015 school year, the school plans to continue using Lucy Calkins' Writing Workshop *Units of Study* and will provide additional professional development for teachers around using this curriculum and providing intervention for students that fall below proficiency on the writing rubric and demonstrate gaps in the foundational skills learned in previous grades.

#### **Additional Evidence**

No additional evidence is available at this time.

#### **Goal 1: Optional ELA Measure**

Each year, on the MAP exam, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average in the previous year and the 50<sup>th</sup> percentile in the current year. If a grade-level cohort exceeds an the 50th in the previous year, the cohort is expected to show a positive gain in the current year.

#### **Method**

The MAP, a nationally-normed, standardized achievement test in reading and math is aligned with New York State Standards and was administered in grades Kindergarten, 1<sup>st</sup> and 2nd. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself. Further, the MAP provides normal curve equivalents necessary to track growth over time.

#### **Results**

N/A

#### **Evaluation**

N/A

#### **Additional Evidence**

No additional evidence is available at this time.

#### **Goal 1: Optional ELA Measure**

Each year, 80 percent of students tested during their first year of enrollment will achieve over one grade level of growth in reading as is measured by the Fountas & Pinnell assessment based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.

### Method

The Fountas & Pinnell Benchmark Assessment System is a formative reading assessment comprised of 58 high-quality, original titles divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary and comprehension skills for students K-8. This assessment tool is used to determine students' developmental reading levels for the purpose of informing instruction and documenting reading progress. The Fountas & Pinnell Benchmark Assessment System texts were demonstrated to be both reliable and valid measures for assessing students' reading levels.

Fountas & Pinnell *Benchmark Assessment System* is utilized as the ELA eight-week assessment system. Every teacher at East Harlem Scholars Academy II receives F&P training, which enables him or her to test students one-on-one. East Harlem Scholars Academy II has developed its own standards for proficiency. This running records assessment provides teachers with current diagnostic information that informs their grouping of students in the guided instruction portion of the workshop model, allowing for further support, reinforcement and practice of skills with students when needed. Fluency is also measured in this assessment. Students have target F&P scores for each assessment cycle that indicate whether they are on grade level and on track to meeting the school's end of year goal and will provide a summary of their ongoing growth and progress.

### Results

The table below shows the results of the Fountas & Pinnell assessment from the spring of 2014.

**Fountas & Pinnell Results Spring 2014**

Grade	Number Tested	Percentage of students who achieved over one grade level of growth	Target	Target Achieved
K	54	87%	80%	YES
1	52	81%	80%	YES

### Evaluation

In 2013-2014, East Harlem Scholars Academy II exceeded this goal in both Kindergarten and First Grade with 87% and 81% of our students achieving over one grade level of growth in their first year of enrollment.

**Additional Evidence**

No additional evidence is available at this time.

**Summary of the English Language Arts Goal**

East Harlem Scholars Academy II achieved its ambitious goals for the Fountas & Pinnell reading assessments in Kindergarten. We did not meet the reading goal in 1<sup>st</sup> grade or meet the targets for the MAP exam scores in either grade. We did meet the goal of first year scholars achieving more than one year's growth in reading in both Kindergarten and First Grade. Additional data in the upcoming years will allow us to more closely evaluate our progress towards the English Language Arts goal. Overall, our current performance levels represent a solid foundation for continued success in the upcoming years. As we work to improve our ELA curricular framework, our use of data to drive instruction, and our students' test-taking skills, we are confident that we will continue to support high levels of student achievement in English Language Arts.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above at or above Level 3 on the New York State English Language Arts Exam.	N/A
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the English Language arts exam will be greater than that of students in the same tested grades in Community School District 4.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all Public Schools in New York State.	N/A
Comparative	Each year, the percent of all tested general education students who are enrolled in at least their second year and are performing at or above a Level 3 on the state English Language Arts exam will be greater than the average percent of general education students in the same tested grades in Community School District 4 (the district from which students enrolled in the school are drawn).	N/A
Growth	On the 2013-14 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2012-13 state exam and percent at or above Level 3 on the current year's state English Language Arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A
Absolute <i>Optional</i>	On the Fountas & Pinnell end-of-year assessment, a minimum of 80 percent of kindergarteners and 80 percent of first graders will read at grade level (levels C and I respectively), based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.	Did Not Achieve
Absolute <i>Optional</i>	Each year, 80 percent of students K-3 will perform at the 50 <sup>th</sup> percentile or higher on the NWEA MAP exam.	Did Not Achieve
Absolute	80% of students will exhibit proficiency in Language Arts by writing a piece	Did Not Achieve



<i>Optional</i>	that will be scored using a rubric to evaluate proficiency. These essays will be evaluated by educators other than the student's own classroom teachers. Proficiency will equal an average score of at least 3 (out of 4) on the assigned rubric.	
<i>Growth Optional</i>	Each year, on the MAP exam all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average percentile in the previous year and an the 50 <sup>th</sup> percentile or higher in the current year. If a grade-level cohort exceeds the 50 <sup>th</sup> percentile in the previous year, the cohort is expected to show a positive gain in the current year.	N/A
<i>Growth Optional</i>	Each year, 80 percent of students tested during their first year of enrollment will achieve over one grade level of growth in reading as is measured by the Fountas & Pinnell assessment, based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.	Achieved

### Action Plan

The positive results of our English Language Arts goals suggest that we have a solid foundation for continued success, and that we have put in place the appropriate systems and structures to support high-quality instruction to maximize student learning. We will continue to promote a culture of academic excellence to guide each student to achieve his or her fullest academic potential. Our students will continue to receive over two hours of daily ELA instruction along with additional work on reading, listening and oral communication skills integrated throughout other subjects during the instructional day. East Harlem Scholars Academy II will continue to institute a comprehensive approach to literacy and ELA that utilizes elements of both phonics-based and whole language-based instruction.

Based on the results of our writing assessments, we plan to develop a more rigorous and structured approach to teaching writing. In the 2014-2015 school year, we will continue to use Lucy Calkins' Writers Workshop *Units of Study*. Additionally, we will provide students with more opportunities throughout the year to practice responding to writing test prompts before the end-of-year assessment. These changes, in addition to key changes made last year, will allow for more thematic, continuous writing instruction and support teachers' capacity to target critical need areas.

East Harlem Scholars Academy II will continue to incorporate three basic lesson structures using the framework of Lucy Calkins' Writing Workshop – the mini-lesson, independent writing time with conferring and small group work, and the share-sessions at the end of the writing time. These structures will support the basis of the writing instruction – providing direct instruction, guided practice as students begin trying their hand at the new learning, and finally independent implementation of the strategies. We will also implement more opportunities for students to effectively employ graphic organizers to support excellent writing.

Additionally, East Harlem Scholars Academy II has adopted a new phonics program called Reading Mastery to assist teachers in explicitly teaching phonics skills that can be immediately applied in context during the reading comprehension block. The school is also rearranging the whole school schedule and revamping pacing guides and unit plans to allow for a cohesive flow between the different components of our ELA block. This restructuring will allow teachers to teach a specific

comprehension skill that the students can then practice during independent reading as well as guided reading. Additionally, the revamping of our pacing guides and unit plans will allow teachers to make stronger connections between our reading and writing blocks. For example, when students are reading non-fiction text, they will also write non-fiction text. This will also lend itself better for teachers to make connections between reading and writing strategies throughout the day in the other content areas as well.

East Harlem Scholars Academy II will also continue to supplement the core reading and writing instructional materials it uses with Pearson's *Words Their Way* program, using small groups of 5-7 students for a 20-minute daily phonics block. This program will help to further build vocabulary, spelling, and word recognition skills in our students, particularly our school's ELLs. *Words Their Way* has evolved from three decades of developmental aspects of word knowledge with children and adults. The power of the *Words Their Way* program for word study lies in the diagnostic information contained in the students' spelling inventions that reveal their current understanding of how written English words work. By using students' invented spellings as a guide, teachers can better differentiate efficient, effective instruction in phonics, spelling and vocabulary. The *Words Their Way* program includes small group, targeted instruction to allow teachers to track students' progress as it relates to phonemic awareness, letter/sound recognition, and word patterns.

## MATHEMATICS

### Goal II: Mathematics

**Goal:** Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

### Background

East Harlem Scholars Academy II students participate in over 90-100 minutes of Math daily. The school uses the University of Chicago's *Everyday Mathematics* and EngageNY to deliver rigorous mathematics instruction. Extensive research has been done on the Everyday Mathematics (Everyday Math) curriculum since its implementation in 1986. The Everyday Math teacher's guide provides sections on diverse language learners that encourage different group interaction among students and that also build on each student's prior knowledge. At each grade level, the Everyday Math curriculum provides students with multiple opportunities to learn concepts and practice.<sup>6</sup> Across grade levels, concepts are reviewed and extended in varying instructional contexts. The distinguishing features of Everyday Math are its focus on real-life problem solving, student communication of mathematical thinking, and appropriate use of technology. This curriculum also emphasizes balancing different types of instruction (including collaborative learning), using various methods for skills practice, and fostering parent involvement in student learning. EngageNY is an online resource developed and maintained by the New York State Education Department (NYSED). The main objective of EngageNY.org is to support the implementation of the reform agenda put

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<sup>6</sup> What Works Clearinghouse (2010). *Everyday Mathematics*[R]. What Works Clearinghouse Intervention Report. Retrieved from <http://www.mendeley.com/research/literacy-express-works-clearinghouse-intervention-report/>.

forth by the New York State Board of Regents. As part of this agenda, EngageNY created common core curriculum in both ELA and mathematics to support teachers and school leaders in achieving the goals for college and career readiness for all students. East Harlem Scholars Academy II adapted material from the math modules on the EngageNY website. The modules included instructional resources, bilingual resources, performance tasks and assessment guidelines and materials.

East Harlem Scholars Academy II works collaboratively with a highly qualified Math Specialist to lead professional development sessions, with an emphasis on data collection and effective instructional practices with *Everyday Math* and *EngageNY* Assessments include *EngageNY exit tickets*, *mid module assessments* and *end of module assessments*. Interim assessments were created by the Director of Curriculum and Instruction based on common core standards and taught material. During weekly professional development, teachers analyze assessment data and create action plans to ensure that each student reaches the end of year goal.

**Goal 2: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2013-14, 2014-15, and 2015-16, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State mathematics examination.<sup>7</sup>

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 2: Absolute Measure**

Each year, the school's aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

**Method**

N/A: School currently only serves grades K-1

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<sup>7</sup> In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 2: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in Community School District 4.

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 2: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 2: Growth Measure**

On the current year's state mathematics exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show a positive gain in the current year.

#### **Method**

N/A: School currently only serves grades K-1

#### **Results**

N/A: School currently only serves grades K-1

#### **Evaluation**

N/A: School currently only serves grades K-1

#### **Additional Evidence**

N/A: School currently only serves grades K-1

#### **Goal 2: Optional Measure**

Each year, 80 percent of students K-3 will perform at the 50<sup>th</sup> percentile or higher on the MAP exam.

#### **Method**

The MAP, a nationally-normed, standardized achievement test in reading and math is aligned to New York State Standards and was administered in grades Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup> and 3rd. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself. Further, the MAP provides normal curve equivalents necessary to track growth over time.

#### **Results**

The table below shows the results of the NWEA MAP test in the spring of 2014, and provides a summary of performance.

**Math NWEA MAP Results Spring 2014**

Grade	Number Tested	Percentage of Students scoring in the 50 <sup>th</sup> percentile or Higher	Target for Percentage of Students with a NCE of 50 or Higher	Target Achieved

<b>K</b>	<b>54</b>	<b>50%</b>	<b>80%</b>	<b>NO</b>
<b>1</b>	<b>52</b>	<b>53%</b>	<b>80%</b>	<b>NO</b>

### Evaluation

In 2013-2014, East Harlem Scholars Academy II did not achieve the goal. 50% of our Kindergarten students and 53% of our 1<sup>st</sup> grade students scored in the 50<sup>th</sup> percentile or higher. While neither grade made the 80% goal, each grade made significant growth over the course of the year. Both grades outperformed their projected growth, 107% and 121% respectively. Each grade also increased their national percentile ranking significantly.

To improve these scores for the 2014-2015 school year, East Harlem Scholars Academy II plans to utilize additional NWEA MAP instructional tools to support differentiation of skill sets that are aligned with MAP and common core standards. By using this data to inform our small group instruction, scholars will gain practice in areas they are deficient in and be supported in learning concepts that are new and unfamiliar in. We also plan to focus explicit professional development on supporting teachers in using these tools to inform their instruction.

### Additional Evidence

No additional evidence at this time.

### Goal 2: Optional Measure

Each year, students will demonstrate average mastery of 80% of Mathematics objectives as measured by an internal end-of-year summative assessment aligned to Common Core and NY State Standards.

### Method

East Harlem Scholars Academy created its own end-of-year, summative math assessment aligned to grade level Common Core and New York State Standards. The Director of Curriculum and Instruction who has extensive familiarity with Everyday Math, Engage NY and the Common Core standards, and the MAP developed the assessment. Objectives on the assessment were tracked according to student mastery.

### Results

The table below shows the results of the internal end-of-year summative math assessment for the spring of 2014, and provides a summary of performance.

**Math End of Year Interim Assessment Results Spring 2014**

<b>Grade</b>	<b>Number Tested</b>	<b>Average Mastery of Mathematics Objectives</b>	<b>Target Average Mastery of Mathematics Objectives</b>	<b>Target Achieved</b>
<b>K</b>	<b>54</b>	<b>80%</b>	<b>80%</b>	<b>YES</b>

1	53	85%	80%	YES
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### Evaluation

East Harlem Scholars Academy II achieved its goals in both Kindergarten and First Grade. Each grade showed significant growth over the year, and produced over 80% average objective mastery in common core aligned math standards by end of year.

### Additional Evidence

No additional evidence is available at this time.

### Goal 2: Optional Measure

Each year, on the MAP exam, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average percentile in the previous year and the 50<sup>th</sup> percentile or higher in the current year. If a grade-level cohort exceeds the 50<sup>th</sup> percentile in the previous year, the cohort is expected to show a positive gain in the current year.

### Method

The MAP, a nationally-normed, standardized achievement test in reading and math is aligned with New York State Standards and was administered in grades Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself. Further, the MAP provides normal curve equivalents necessary to track growth over time.

### Results

N/A

### Evaluation

N/A

### Additional Evidence

N/A

### Summary of the of the Mathematics Goal

East Harlem Scholars Academy II did not achieve its optional goal for student performance with regards to MAP assessments. East Harlem Scholars Academy II did however meet the goal of 80%

objective mastery on common core aligned internal assessments. We are confident that with a continued focus on data driven instruction, and with ongoing professional development related to effective differentiation of math concepts and skills that we will support high levels of student achievement in Mathematics. Our current levels of performance represent a solid foundation for continuing success in the upcoming years.

Type	Measure	Outcome
Absolute	75 percent of all tested students enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	N/A
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A
Growth	On the 2013-14 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and 75 percent at or above Level 3.	N/A
Absolute	Each year, 80 percent of students K-3 will perform at an NCE of 50 or higher on the MAP exam.	Did Not Achieve
Absolute (Optional)	Each year, students will demonstrate average mastery of 80% of Mathematics objectives as measured by an internal end-of-year summative assessment aligned to Common Core and NY State Standards.	Achieved
Growth (Optional)	Each year, on the MAP exam, all grade-level cohorts of students (in Grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 or higher in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A

### Action Plan

During the 2014-2015 school year, students will continue to receive over 90 minutes of math instruction daily. To improve performance, the school will continue to work with its highly qualified math consultant to further develop its curriculum so that is comprehensive, rigorous, and student-centered. Key competencies that arise from mastery of mathematics—aptitude in problem-solving, facility with numbers, clear communication, logic and reasoning, argument and proof, mental discipline, and strategic and analytical thinking will be infused in the math curriculum and across the content areas. The school also plans to refine its formative and summative math assessments to ensure that all skills and understandings are aligned to the Common Core Standards. Furthermore, students will engage in more higher-order, critical thinking, through project-based learning



assessments each quarter. This approach will enable our students to apply mathematical concepts to the real world and to make personal connections to their own lives.

The Director of Curriculum and Instruction and Principal will continue to support teachers with content and instructional coaching specifically around the mathematical progressions and teaching for conceptual understanding. Data from the year indicated that teachers need more support in identifying and providing appropriate intervention for student misconceptions and providing more professional development and coaching for teachers around the standards and progressions will help address this growth area. Teachers also identified a need for more frequent assessments and carved out time for problem solving and critical thinking within the math block. The leadership team has adjusted the professional development calendar for teachers to provide time for learning more strategies for teaching these types of problems.

Academic language is as central to mathematics as it is to other academic areas and remains a significant source of difficulty for many ELLs who struggle with mathematics. East Harlem Scholars Academy II recognizes that ELL students need rigorous and supported opportunities for academic and linguistic success in elementary mathematics. As part of teacher professional development, an emphasis will be placed on differentiation and scaffolding during the 2014-2015 school year. Effective differentiation will challenge students, while simultaneously providing them with the necessary support to achieve the lesson's specific learning objectives, as well as amplify and enrich the linguistic and content knowledge needed to achieve in elementary mathematics.<sup>8</sup> With the co-teaching model, teachers will be expected to include more small group support and maintain a low teacher-student ratio to best meet the needs of all students, particularly those who are struggling. The school will also provide intensive professional development about the use of mathematics vocabulary to support ELL students.

## SCIENCE

### Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

### Background

East Harlem Scholars Academy II provides one semester of science across all grade levels. Science understandings are also infused throughout the curriculum through centers and inquiry projects. The aim of the School's science curriculum is to teach science content, principles and practices, as well as train students to use inquiry and scientific methods to learn independently and to solve problems. Accordingly, the School's science education programs are inquiry-based and, to the greatest degree practical, rooted in "real world" situations and experiences.

The National Science Teachers Association supports the notion that inquiry-based science must be a basic in the curriculum of every elementary school student. Numerous reports have highlighted the importance that students develop problem-solving skills that empower them to participate in an

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<sup>8</sup> WestEd. (2008). EL expertise: Not just for specialists anymore. The R&D Alert, 10(1), 3-5. Retrieved from [http://www.wested.org/online\\_pubs/RD-08-02.pdf](http://www.wested.org/online_pubs/RD-08-02.pdf)

increasingly scientific and technological world. Science and teaching students about science means more than scientific knowledge. There are three important aspects of science that are taught at East Harlem Scholars Academy II. The first of these is the content of science, the basic concepts, and our scientific knowledge. The second is the processes of doing science, and the third is scientific ways of thinking. Science is about asking questions and finding answers to questions---these are the same skills we want our students to use in their daily lives. East Harlem Scholars Academy II's science program is based upon these principles. Our students will explore Life Science, Physical Science, Earth Science and the Human Body.

East Harlem Scholars Academy II utilizes Foss' Delta Science Kits to support its science curriculum. This K-5 program is aligned with the National Science Education Standards, and to New York State science standards. It is cited as exemplary in publications by prominent science education organizations, including the National Science Resources Center<sup>9</sup>, Science for All Children<sup>10</sup> and the National Science Teachers Association.

**Goal 3: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 3: Comparative Measure**

Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the state science exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

N/A: School currently only serves grades K-1

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<sup>9</sup> National Science Resources Center (NSRC) (1996). Resources for Teaching Elementary School Science. Retrieved from <http://books.nap.edu/openbook.php?isbn=0309052939&page=9>

<sup>10</sup> National Science Resources Center (NSRC) (1997). Science for All Children: A Guide to Improving Elementary Science Education in Your School District.

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 3: Optional Measure**

Each year, 80 percent of 3-5 grade students will perform at the 50<sup>th</sup> percentile or higher on the NWEA MAP exam.

The MAP, a nationally-normed, standardized achievement test is aligned to New York State Standards and will be administered in grades 3-5 in upcoming years. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself. Further, the MAP provides normal curve equivalents necessary to track growth over time.

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 3: Optional Measure**

Each year, students will demonstrate average mastery of 80% of Science objectives as measured by an internal end-of-year summative assessment aligned to Common Core and NY State Standards.

**Method**

East Harlem Scholars Academy II is in the process of creating a summative Science assessment.

**Results**

East Harlem Scholars Academy II had not yet developed its end-of-year, summative Science assessment.

**Evaluation**

East Harlem Scholars Academy II had not yet developed its end-of-year, summative Science assessment.

**Additional Evidence**

N/A

**NCLB****Goal 5: NCLB**

The school will make Adequate Yearly Progress.

**Goal 5: Absolute Measure**

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

## APPENDIX B: OPTIONAL GOALS

### **Goal S: ELL LEARNERS**

ELL students will speak English proficiently.

### **Goal S: Absolute Measure**

By their second year of enrollment at East Harlem Scholars Academy II, at least 60% of English Language Learners/Limited English Proficiency (ELL/LEP) students will score at the Advanced or Proficient Levels on the NYSELAT assessment.

### **Method**

N/A: School is only in its first year

### **Results**

N/A: School is only in its first year

### **Evaluation**

N/A: School is only in its first year

### **Additional Evidence**

N/A: School is only in its first year

**Goal S: ATTENDANCE**

East Harlem Scholars Academy will post strong attendance data.

**Goal S: Absolute Measure**

The average attendance in each grade will be 90% or higher.

**Method**

Teachers update and track attendance daily in an automated data management system.

**Results**

**2013-2014 Attendance**

<b>Grade</b>	<b>Average Daily Attendance Rate</b>
<b>K</b>	<b>94%</b>
<b>1</b>	<b>93%</b>
<b>School Wide</b>	<b>93%</b>

**Evaluation**

East Harlem Scholars Academy II met the attendance goal of 90% or higher as a school and in each of the grades. The school utilizes a structured and programmatic approach towards ensuring that students are prompt and present for school each day. Student attendance is tracked daily and classes compete for an attendance award each week. Students are also recognized quarterly for perfect attendance. Absent students receive a phone call from the Operations Assistant or the School Social Worker, and in egregious cases, the Principal.

**Additional Evidence**

N/A

**Goal S: CORE VALUES**

East Harlem Scholars Academy students will demonstrate strength of character.

**Goal S: Absolute Measure**

By the end of each academic year, 80% of East Harlem Scholars Academy students will have satisfactory ratings (an average of 3 or above) in the following core values as is measured by the school's core values rubric.

**Service**

We embrace opportunities to help others. We appreciate and learn about our community and the world in which we live.

**Courage**

We challenge ourselves to take risks, to persevere, to question the status quo.

**Humility**

We apologize for our mistakes and seek to improve our shortcomings.

**Originality**

We embrace our individuality and celebrate the diversity of all others around us.

**Leadership**

We seize opportunities to lead and always demonstrate strong moral character. We treat others as we wish to be treated.

**Achievement**

We expect the best of ourselves at all times. We pursue knowledge and excellence.

**Reflection**

We cherish moments to step back, consider our actions, and plan for a better tomorrow.

**Method**

East Harlem Scholars Academy created its own core values rubric to measure students' character development.

**Results**

2013-2014 Core Values	
Percentage of Students that received an Average of 3 or higher on the Core Values	
85%	

**Evaluation**

East Harlem Scholars Academy II met its core values goal of 80% or higher of students receiving an average of 3 or more on the core values rubric. Students were graded each quarter on their embodiment of the core values and these grades are displayed on the quarterly report cards. All staff members also reflected on their mid-year and end-of year evaluations their students' ability to articulate and to represent the school's core values in the classroom and in the school community.

**Additional Evidence**

No additional evidence is available at this time.

**Goal S: FAMILY ENGAGEMENT**

Families will be satisfied with their choice to enroll their child at East Harlem Scholars Academy.

**Goal S: Absolute Measure**

Each year, over 90% of families will complete an anonymous survey and will express satisfaction with the school such that at least 70% of them provide a positive response to each of the survey items.

### Method

East Harlem Scholars Academy II conducted one family satisfaction survey in the middle of the 2013-2014 year to measure family satisfaction with the school. The school also participated in the NYC DOE Survey

### Results

100% of families responded to the internal survey. 98% of respondents provided a positive response to each of the questions asked. In addition, 99% of families completed the NYC DOE survey.

### Evaluation

East Harlem Scholars Academy II met the goal of receiving 90% of family satisfaction surveys and exceeded the target of at least 70% of them providing a positive response. In the 2014-2015 school year, we will continue work diligently to work with our families to receive their feedback.

### Additional Evidence

No additional evidence is available at this time.

### Goal S: Absolute Measure

Each year, 95 percent of families will participate in at least two family engagement events.

### Method

The school tracked attendance for each of the family engagement events.

### Results

#### 2013-14 Family Engagement Participation

Percentage of Families Participating in two or more Family Engagement Events
100%

### Evaluation

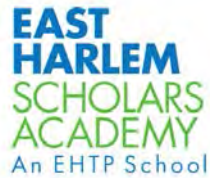
East Harlem Scholars Academy II met the goal of family participation in family engagement events. Family engagement events are planned by semester and include a variety of activities, including math and literacy night, family film night, health and wellness workshops and parent-teacher



conferences. These events are always marketed in both English and Spanish via printed communications, email and automated phone calls. At each family event, attendance is tracked and analyzed by the school's leadership team.

**Additional Evidence**

No additional evidence is available at this time.



**East Harlem Scholars Academy  
CHARTER SCHOOL**

**2011-2012 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 1, 2012

By East Harlem Scholars Academy

1573 Madison Avenue, Room 408  
New York, NY 10029  
Tel: (212) 348-2518  
Fax: (212) 348-2848

Cheyenne E. Batista São Roque, Founding Principal and Michael Hendricks, Founding Assistant Principal prepared this 2011-12 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Jeffrey Ginsburg	Chair, Executive Committee
Laurie Giddins	Vice Chair, Executive Committee
Ilana Ruskay-Kidd	Secretary, Education and Accountability Committee, Executive Committee
Brian Gavin	Treasurer, Finance Committee
Michael Brown	Finance Committee
Carlos Morales	Finance Committee
Thomas Webber	Education and Accountability Committee
Iris Chen	Education and Accountability Committee, Executive Committee
Carolina Esquenazi	Executive Committee

Cheyenne E. Batista São Roque **has served as the Founding Principal since June, 2011.**

## INTRODUCTION

East Harlem Scholars Academy opened in August, 2011 with 107 students in grades K-1. Founded upon the 53-year legacy of East Harlem Tutorial Program (EHTP), East Harlem Scholars Academy is a public charter school whose mission is to prepare students with the academic skills, strength of character and social and emotional well-being to excel in high school and college, to lead in their communities and to realize their best possible selves.

54% of East Harlem Scholars students identify as Hispanic, 44% of students identify as Black, 1% of students identify as American Indian or Alaskan Native, and 1% of students identify as White. 89% of students are eligible for free and reduced lunch. 13% of students qualify for ELL services and 22% of students receive Special Education services.

East Harlem Scholars Academy is a high-performing, student-centered learning environment that shares the philosophy and values of its founding organization, East Harlem Tutorial Program (EHTP). EHTP and East Harlem Scholars Academy are grounded in the following guiding principles:

- **All children can and will succeed when provided a great education.** We challenge our students with a demanding academic program and stimulating learning environment so that they develop the skills necessary to succeed in high school and graduate from competitive colleges.
- **The best learning occurs when children engage in higher-order, critical thinking.** To thrive in the 21st century work force and successfully pursue boundless possibilities, our students learn to question, analyze and apply their learning meaningfully. Students develop the essential critical reasoning and leadership skills to succeed in their endeavors, both inside and outside the classroom.
- **A nurturing and supportive environment supports students' love of learning and of themselves.** We place a premium on students' cognitive, creative, social and emotional growth and physical health, blending rigor with joy to ensure our scholars are inspired to learn. Students explore their individual aspirations through the school experience, developing rich personal connections to their learning.
- **Self-awareness promotes dynamic leadership and global understanding.** Our learning community instills in all scholars a deep sense of self-esteem, cultural pride and global responsibility so that they become active citizens of the 21st century and develop into their best possible selves. Diversity is an asset to our learning space, and our scholars are engaged with and aware of different backgrounds and perspectives as they develop a rich understanding of the world in which they live.
- **Active community engagement richly enhances educational opportunities.** Families and the wider community are mutual stakeholders in our scholars' educational success. Having access to a comprehensive support system positions students to reach their fullest potential, and our scholars' commitment to service promotes our vision of social justice and a desire to help those in need.

Consistent with the core beliefs, East Harlem Scholars Academy embraces the idea that each child is unique, and its instructional model employs differentiated learning strategies to help all students achieve at high levels. East Harlem Scholars Academy's approach to teaching supports its student-centered approach, its goal to promote individualized instruction and its concern for the growth and development of the whole child. The curriculum components facilitate differentiated instruction and strategic, data-based interventions to support the academic achievement of our diverse learners.

East Harlem Scholars Academy strives to ensure that each of our scholars reaches his or her highest potential, and strong academic performance is a critical indicator of our success on this front. As such, we use a multi-faceted assessment program to track student performance in our core subject areas. Assessments include standardized exams, curriculum-based tests and quizzes, and a plethora of formative measures including curriculum-based activities, writing journals, teacher observations and outputs from centers activities. Our data-based approach enables us to provide each child with an educational experience that is tailored to his or her individual needs and gears him or her for success.

East Harlem Scholars has two certified general education teachers in each classroom of 27 students allowing for a low student-teacher ratio of 14:1. This model facilitates highly individualized instruction by promoting small group instruction led by a highly qualified teacher.

We hold our students to very high standards of academic excellence. Recognizing that each child comes from diverse backgrounds with different learning needs, we provide a wide range of services to ensure that all students are equipped to excel. Our full-time reading specialist and ELL specialist assist learners with literacy and reading comprehension, drawing upon their rich backgrounds in early childhood literacy to help students acquire language and master decoding. Students and their families also have access to our resident social worker, speech and occupational therapists and other services. These support staff members work intensively with classroom teachers to align instruction and offer comprehensive support services. Our collaborative work environment positions teachers to ensure that children are fully supported to become their best possible selves.

Recognizing the needs of children from East Harlem to have the necessary time on task to address and to overcome deficits and ultimately achieve proficiency in the core subject areas of ELA, math, science and social studies, East Harlem Scholars Academy has a longer school day (7:30 a.m.-4:30 p.m.) and school year (190 days) than the district public schools. Students have 90 minutes of math instruction and 110 minutes of ELA instruction daily. The extended day and year also allows students at East Harlem Scholars Academy to have time to engage in meaningful study in subjects outside the core content areas, including that of music, physical education and Spanish, which is offered four times a week.

Professional development pervades the classroom and the school. It is embedded in the assignments and analyses that teachers perform every day as they continually draw understanding about their performance from student performance. It is the expectation at East Harlem Scholars Academy that teachers learn together, solve problems in teams or as a whole staff and feel both individual and collective accountability for the success of every student in the school community. All

professional development initiatives at the school are designed and delivered in a manner consistent with the National Staff Development Council's *Standards for Staff Development*<sup>1</sup>.

Our after-school program provides meaningful learning opportunities after the formal school day comes to a close. Scholars obtain extra help with their homework and academic planning, and enjoy additional enrichment experiences via "Fascination Stations" that boost academic achievement and encourage exploration.

East Harlem Scholars Academy views families as its integral partners in ensuring that the needs of each student are met. East Harlem Scholars Academy draws on the expertise of EHTP, which has successfully promoted and facilitated meaningful parent involvement and partnership in supporting the growth and development of the children it serves for more than 50 years. East Harlem Scholars Academy engages families in the life of the school in a variety of EHTP's tried and true ways to ensure that all families—including those who are hard-to-reach or reluctant to communicate with the school—are made aware of and encouraged to take advantage of opportunities to become involved not only in the school, but also in the home to best support their child's academic and social and emotional growth.

#### **School Enrollment by Grade Level and School Year**

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2007-08														
2008-09														
2009-10														
2010-11														
2011-12	56	51												107

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<sup>1</sup> <http://www.nsdc.org/standards/>

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

All students at East Harlem Scholars Academy will be proficient readers, writers, and speakers of the English language.

### Background

The priority to develop strong readers, writers and communicators is reflected by East Harlem Scholars Academy allocating over 100 minutes daily to ELA instruction, in addition to continued work on these skills as a matter of course throughout the curriculum. Teachers plan lessons based on their assessments of students' reading and writing abilities. During ELA instruction, teachers vary between whole class mini-lessons, including shared reading and shared writing, read-alouds, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing. ELA instruction has the support of both the Reading Specialist and the ELL Specialist to differentiate and to meet the needs of all learners. In addition, East Harlem Scholars Academy works collaboratively with a highly qualified Literacy Specialist to lead monthly professional development sessions to staff, with an emphasis on increasing the oral English-language skills and early alphabetic and phonemic awareness skills of children.

The ELA program choices at East Harlem Scholars Academy include research-based curricula that rest its foundations on those components and methods of instruction that research<sup>2 3</sup> has shown to be most effective for early literacy development. The components identified in the research are screening and continuous assessment, phonemic awareness, alphabetic principle, vocabulary, fluent automatic reading of text, comprehension, and motivating students to read. This is especially important for students from low-income backgrounds who are likely to enter school with limited literacy experiences.

Teachers plan lessons based on their assessments of students' reading and writing abilities. During ELA instruction, facilitated by the co-teaching model, teachers alternate, as appropriate, between whole class mini-lessons including shared reading and shared writing, read-alouds, interactive writing, small group guided reading and writing lessons, and focused independent reading and writing. Also, student learning in literacy and ELA is reinforced throughout the school day through instruction in other content areas that (1) provides explicit instruction and supportive practice in the use of effective comprehension strategies, (2) increases the amount and quality of sustained discussion of reading content, (3) sets and maintains high standards for text, conversation, questions and vocabulary, and (4) increases students' motivation and engagement with reading. In addition, East Harlem Scholars Academy provides academic support to students in ELA in the form of academic intervention services, tutoring and other effective practices.

For ELA, East Harlem Scholars Academy uses Pearson Scott Foresman's *Reading Street*, which is a scientific- and research-based reading program aligned with Common Core standards. The core reading program provides explicit, systematic, high-quality instruction focusing on the five critical

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<sup>2</sup> Snow, C., Burns, M., & Griffin, P. (1998). [\*Preventing reading difficulties in young children\*](#). Washington, DC: National Academy Press.

<sup>3</sup> Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.

elements that have been identified by research: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program consistently meets or exceeds expectations at all grade levels. Classic and contemporary fiction and non-fiction selections serve as the foundation of the instructional plan. *Reading Street* is aligned with the research-based 3-Tier Reading Model. The 3-Tier Reading Model is a framework designed to help prevent reading difficulties from taking hold through instructional strategies such as the GRR, which is the overarching instructional model that is utilized at the school. A consistent finding in meta-analyses examining effective instructional practices for students with reading and learning disabilities is that a combination of explicit and systematic instruction with carefully scaffolded instruction that provides modeling and feedback is associated with improved academic outcomes.<sup>4</sup>

East Harlem Scholars Academy, while focusing on phonics and phonemic awareness in the early grades, also introduces students to the joy of reading with authentic literature. East Harlem Scholars students understand that the goal of reading is to achieve comprehension, obtain information, build knowledge, gain insights, explore possibilities, and broaden their perspective<sup>5</sup> and the concurrent focus on phonics and phonemic awareness provide them with the tools to do just that.

To measure students' ELA progress, the school uses weekly Reading Street assessments that are aligned to the content and grade level standards. In addition, students complete Words Their Way spelling tests and are tested every eight weeks on their reading level growth using the Fountas & Pinnell assessment. During weekly professional development, teachers analyze student data and create action plans for each student to ensure they reach their end of year ELA goals.

#### **Goal 1: Absolute Measure**

Each year, 75 percent of students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts exam.

#### **Method**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

#### **Results**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

#### **Evaluation**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

#### **Additional Evidence**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

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<sup>4</sup> Vaughan H, Whitelaw G, Craig B, and Stewart C. (2003). Linking ecological science to decision-making: delivering environmental monitoring information as societal feedback. *Environ Monit Assess* 88: 399–408.

<sup>5</sup> <http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts>



**Goal 1: Absolute Measure**

Each year, the school's aggregate Performance Index (PI) on the state English Language Arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

**Method**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Results**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Evaluation**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Additional Evidence**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Goal 1: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English Language Arts exam will be greater than that of all students in the same tested grades in Community School District 4.

**Method**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Results**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Evaluation**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Additional Evidence**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Results**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Evaluation**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Additional Evidence**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Goal 1: Comparative Measure**

Each year, the percent of all tested general education students who are enrolled in at least their second year and performing at or above Level 3 on the state English Language Arts exam will be greater than the average percent of general education students in the same tested grades in Community School District 4 (the district from which students enrolled in the school are drawn).

**Method**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Results**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Evaluation**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Additional Evidence**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Goal 1: Growth Measure**

Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English Language Arts exam and 75 percent at or above Level 3 on the current year's state English Language Arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

**Method**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Results**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Evaluation**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Additional Evidence**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Goal 1: Optional ELA Measure**

On the Fountas & Pinnell end-of-year assessment, a minimum of 80 percent of kindergartners and 80 percent of first graders will read at grade level (levels D and H, respectively), based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.

**Method**

The Fountas & Pinnell Benchmark Assessment System is a formative reading assessment comprised of 58 high-quality, original titles divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary and comprehension skills for students K-8. This assessment tool is used to determine students' developmental reading levels for the purpose of informing instruction and documenting reading progress. The Fountas & Pinnell Benchmark Assessment System texts were demonstrated to be both reliable and valid measures for assessing students' reading levels.

Fountas & Pinnell *Benchmark Assessment System* is utilized as the ELA eight-week assessment system. Every teacher at East Harlem Scholars Academy receives F&P training, which enables him or her to test students one-on-one. East Harlem Scholars Academy has developed its own standards for proficiency. This running records assessment provides teachers with current diagnostic information that informs their grouping of students in the guided instruction portion of the workshop model, allowing for further support, reinforcement and practice of skills with students

when needed. Fluency is also measured in this assessment. Students have target F&P scores for each assessment cycle that indicate whether they are on grade level and on track to meeting the school's end of year goal and will provide a summary of their ongoing growth and progress.

### Results

The table below shows the results of the F&P in the spring of 2012, and provides a summary of performance.

**Fountas & Pinnell Results Spring 2012**

Grade	Number Tested	2010-2011 Percent of Students on Grade Level	Target Percentage	Target Achieved
K	56	95%	80%	YES
1	51	81%	80%	YES

### Evaluation

In 2011-2012, East Harlem Scholars Academy achieved its goals as a school and at each grade level. The Kindergarten cohort far exceeded the target goal, with 95% of students reading on grade level. In 1<sup>st</sup> grade, students also performed at a high level, with 81% of students reading on grade level. Since this was our first year of operation, the 1<sup>st</sup> grade cohort came in significantly below grade level, and had to make significant growth. As a school, we are pleased with their overall progress and improvements made. To support our students who are still below grade level, we plan to continue to utilize both a phonics-based and whole-language based instruction in our ELA block. We will also continue to provide students with just under two hours of daily ELA instruction, along with additional work on reading, listening and oral communication skills integrated throughout other subjects during the instructional day.

### Additional Evidence

Since the school is in its first year of operation, there is no historical data available to analyze trends during the current Accountability Period.

#### **Goal 1: Optional ELA Measure**

Each year, 80 percent of tested students K-3 will perform at a NCE of 50 or higher on the Terra Nova exam.

### Method

The Terra Nova, a nationally-normed, standardized achievement test in reading and math is aligned with New York State Standards and was administered in grades Kindergarten and 1st. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The Terra Nova provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by

identifying problem areas within the curriculum itself. Further, the Terra Nova provides normal curve equivalents necessary to track growth over time.

### Results

The table below shows the results of the Terra Nova in the spring of 2012, and provides a summary of performance.

**Terra Nova Results Spring 2012**

Grade	Number Tested	Percentage of Students with a NCE of 50 or higher	Target for Percentage of Students with a NCE of 50 or higher	Target Achieved
K	56	71%	80%	NO
1	51	27%	80%	NO

### Evaluation

In 2011-2012, East Harlem Scholars Academy did not achieve this goal. The school fell short of the exceeded measure, with 27% of 1<sup>st</sup> grade students scoring at a NCE of 50 or higher in Reading and 71% of students in Kindergarten scoring at a NCE of 50 or higher. The target goal was just missed in Kindergarten. In 1<sup>st</sup> grade there is still much progress to be made, however, many of these students arrived significantly below grade level and have made significant gains in their reading levels since entering East Harlem Scholars Academy. To improve these scores for the 2012-2013 school year, East Harlem Scholars Academy plans to include more opportunities for test preparation so that students develop their stamina and learn necessary test taking skills and strategies to help them be successful. The results of the Terra Nova are also being used as part of teacher professional development to identify strengths and areas of weakness for the purpose of developing academic interventions and to measure growth over time. Students who scored below the NCE of 20 will be included in the Student Support Team caseload, which meets every week to brainstorm and implement interventions to support student outcomes. Students' progress is tracked weekly and analyzed. The Terra Nova outcomes for individual students, as well as the outcomes for entire classes, will also be used for instructional planning in the upcoming school year. In addition, East Harlem Scholars Academy has made programmatic changes to the 2012-2013 schedule as a result of this data by adding an additional 20 minutes of ELA. This will allow for more opportunities to provide academic remediation for our most struggling students.

### Additional Evidence

Since the school is in its first year of operation, there is no historical data available to analyze trends during the current Accountability Period.

**Goal 1: Optional ELA Measure**

Each year, 80 percent of students will exhibit proficiency in Language Arts by writing a piece that will be scored using an internally developed rubric to evaluate proficiency in writing. These essays will be evaluated by educators other than the student's own classroom teachers, specifically the school leadership team members. Proficiency will equal an average score of at least 3 (out of 4) on the assigned rubric.

**Method**

East Harlem Scholars Academy created an internal writing rubric to assess students writing mastery that is aligned to the Common Core Standards. The components of the writing rubric include: *Focus/Ideas, Organization, Voice, Word Choice, Sentences, and Conventions*. The leadership team and staff worked extensively to "norm" themselves against the rubric to support its validity and reliability.

**Results**

The table below shows the results of the Writing Rubric in the spring of 2012, and provides a summary of performance.

**Writing Rubric Results Spring 2012**

Grade	Number Tested	Percentage of Students who are Proficient (Level 3 or higher)	Target	Target Achieved
K	56	63%	80%	NO
1	51	24%	80%	NO

**Evaluation**

In 2011-2012, East Harlem Scholars Academy did not achieve the optional ELA writing goal. The Kindergarten cohort fell short of the goal by 17 percentage points, whereas the first grade cohort fell short by 56 percentage points. The whole school schedule during the founding year allowed for only 30 minutes of daily writing instruction, thereby limiting teachers' capacity to implement a structured, thematic writing curriculum. In addition, many of our 1<sup>st</sup> grade students arrived significantly below grade-level, unable to identify basic letter-sound relationships. For the 2012-2013 school year, the school plans to use Lucy Calkins' Writers Workshop *Units of Study*. Students will learn writing mechanics and content to develop their voice through the writing continuum. Teachers will also be trained to provide necessary interventions to target students who fall below proficiency on the writing rubric. In addition, the school will extend the writing block from 30 to 45 minutes so that students can draft, edit, and revise their writing on a daily basis. These additional 15 minutes of writing practice will allow for more teacher-student conferencing, targeted interventions, and peer feedback.

**Additional Evidence**

Since the school is in its first year of operation, there is no historical data available to analyze trends during the current Accountability Period.

**Goal 1: Optional ELA Measure**

Each year, on the Terra Nova exam, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

**Method**

N/A: This measure is not yet applicable, as this is the first year that East Harlem Scholars Academy has been in operation.

**Results**

N/A: This measure is not yet applicable, as this is the first year that East Harlem Scholars Academy has been in operation.

**Evaluation**

N/A: This measure is not yet applicable, as this is the first year that East Harlem Scholars Academy has been in operation.

**Additional Evidence**

N/A: This measure is not yet applicable, as this is the first year that East Harlem Scholars Academy has been in operation.

**Goal 1: Optional ELA Measure**

Each year, 80 percent of students tested during their first year of enrollment will achieve over one grade level of growth in reading as is measured by the Fountas & Pinnell assessment based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.

**Method**

The Fountas & Pinnell Benchmark Assessment System is a formative reading assessment comprised of 58 high-quality, original titles divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary and comprehension skills for students K-8. This assessment tool is used to determine students' developmental reading levels for the purpose of informing instruction and documenting reading progress. The Fountas & Pinnell Benchmark Assessment System texts were demonstrated to be both reliable and valid measures for assessing students' reading levels.

Fountas & Pinnell *Benchmark Assessment System* is utilized as the ELA eight-week assessment system. Every teacher at East Harlem Scholars Academy receives F&P training, which enables him or her to test students one-on-one. East Harlem Scholars Academy has developed its own standards for proficiency. This running records assessment provides teachers with current diagnostic information that informs their grouping of students in the guided instruction portion of the workshop model, allowing for further support, reinforcement and practice of skills with students when needed. Fluency is also measured in this assessment. Students have target F&P scores for

each assessment cycle that indicate whether they are on grade level and on track to meeting the school's end of year goal and will provide a summary of their ongoing growth and progress.

## Results

The table below shows the results of the Fountas & Pinnell assessment from the spring of 2012.

**Fountas & Pinnell Results Spring 2012**

Grade	Number Tested	Percentage of students who achieved over one grade level of growth	Target	Target Achieved
K	56	96%	80%	YES
1	51	96%	80%	YES

## Evaluation

In 2011-2012, East Harlem Scholars Academy achieved this goal as a school and at each grade level. As a school, we far exceeded our target in both Kindergarten and 1<sup>st</sup> grade. Although the majority of students arrived at East Harlem Scholars Academy significantly below grade level, 96% of our scholars demonstrated over a year of reading growth on the F&P assessment.

## Additional Evidence

N/A: This section is not yet applicable, as this is the first year that East Harlem Scholars Academy has been in operation.

## Summary of the English Language Arts Goal

East Harlem Scholars Academy achieved its ambitious goals for the Fountas & Pinnell reading assessments in both Kindergarten and 1<sup>st</sup> Grade. We did not meet the target for the Terra Nova exam NCE scores nor did we meet the target for the writing rubric scores. Additional data in the upcoming years will allow us to more closely evaluate our progress towards the English Language Arts goal. However, our current levels of performance represent a solid foundation for continuing success in the upcoming years. As we work to improve our ELA curricular framework, our use of data to drive instruction, and our students' test-taking skills, we are confident that we will continue to support high levels of student achievement in English Language Arts.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above at or above Level 3 on the New York State English Language Arts Exam.	N/A
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the English Language arts exam will be greater than that of students in the same tested grades in Community School District 4.	N/A



Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all Public Schools in New York State.	N/A
Comparative	Each year, the percent of all tested general education students who are enrolled in at least their second year and are performing at or above a Level 3 on the state English Language Arts exam will be greater than the average percent of general education students in the same tested grades in Community School District 4 (the district from which students enrolled in the school are drawn).	N/A
Growth	On the 2011-12 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and percent at or above Level 3 on the current year's state English Language Arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A
Absolute <i>Optional</i>	On the Fountas & Pinnell end-of-year assessment, a minimum of 80 percent of kindergarteners and 80 percent of first graders will read at grade level (levels D and H respectively), based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.	Achieved
Absolute <i>Optional</i>	Each year, 80 percent of students K-3 will perform at an NCE of 50 or higher on the Terra Nova exam.	Did Not Achieve
Absolute <i>Optional</i>	80% of students will exhibit proficiency in Language Arts by writing a piece that will be scored using an internally developed rubric to evaluate proficiency. These essays will be evaluated by educators other than the student's own classroom teachers, specifically the school leadership team members. Proficiency will equal an average score of at least 3 (out of 4) on the assigned rubric.	Did Not Achieve
Growth <i>Optional</i>	Each year, on the Terra Nova exam all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 or higher in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A
Growth <i>Optional</i>	Each year, 80 percent of students tested during their first year of enrollment will achieve over one grade level of growth in reading as is measured by the Fountas & Pinnell assessment, based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.	Achieved

### Action Plan

The positive results of our English Language Arts goals suggest that we have a solid foundation for continued success, and that we have put in place the appropriate systems and structures to support high-quality instruction to maximize student learning. We will continue to promote a culture of academic excellence to guide each student to achieve his or her fullest academic potential. Our students will continue to receive just under two hours of daily ELA instruction along with additional work on reading, listening and oral communication skills integrated throughout other subjects during the instructional day. East Harlem Scholars Academy will continue to institute a comprehensive approach to literacy and ELA that utilizes elements of both phonics-based and whole language-based instruction.

Based on the results of our writing assessments, we plan to develop a more rigorous and structured approach to teaching writing. In the 2012-2013 school year, we will use Lucy Calkins' Writers Workshop *Units of Study*. This new curriculum, in addition to our newly extended writing block, will allow for more thematic, continuous writing instruction and support teachers' capacity to target critical need areas. We plan to extend the writing block from 30 minutes to 45 minutes daily to allow for more targeted instruction and feedback.

East Harlem Scholars Academy will incorporate three basic lesson structures using the framework of Lucy Calkins' Writers Workshop – the mini-lesson, independent writing time with conferring and small group work, and the share-sessions at the end of the writing time. These structures will support the basis of the writing instruction – providing direct instruction, guided practice as students begin trying their hand at the new learning, and finally independent implementation of the strategies.

East Harlem Scholars Academy will also continue to supplement the core reading and writing instructional materials it uses with Pearson's *Words Their Way* program, using small groups of 5-7 students for a 20-minute daily phonics block. This program will help to further build vocabulary, spelling, and word recognition skills in our students, particularly our school's ELLs. *Words Their Way* has evolved from three decades of developmental aspects of word knowledge with children and adults. The power of the *Words Their Way* program for word study lies in the diagnostic information contained in the students' spelling inventions that reveal their current understanding of how written English words work. By using students' invented spellings as a guide, teachers can better differentiate efficient, effective instruction in phonics, spelling and vocabulary. The *Words Their Way* program includes small group, targeted instruction to allow teachers to track students' progress as it relates to phonemic awareness, letter/sound recognition, and word patterns.

## MATHEMATICS

### Goal II: Mathematics

**Goal:** Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

#### Background

East Harlem Scholars Academy students participate in over 90 minutes of Math daily. The school uses the University of Chicago's *Everyday Mathematics* to deliver rigorous mathematics instruction. Extensive research has been done on the Everyday Mathematics (Everyday Math) curriculum since its implementation in 1986. The Everyday Math teacher's guide provides sections on diverse language learners that encourage different group interaction among students and that also build on each student's prior knowledge. At each grade level, the Everyday Math curriculum provides students with multiple opportunities to learn concepts and practice.<sup>6</sup> Across grade levels, concepts are reviewed and extended in varying instructional contexts. The distinguishing features of Everyday Math are its focus on real-life problem solving, student communication of mathematical thinking, and appropriate use of technology. This curriculum also emphasizes balancing different types of instruction (including collaborative learning), using various methods for skills practice, and fostering parent involvement in student learning.

East Harlem Scholars Academy works collaboratively with a highly qualified Math Specialist to lead monthly professional development sessions, with an emphasis on data collection and effective instructional practices with *Everyday Math*. Assessments include *Everyday Math* unit exams, journals, and summative exams that are given at the end of each semester. During weekly professional development, teachers analyze assessment data and create action plans to ensure that each student reaches the end of year goal.

#### Goal 2: Absolute Measure

Each year through 2008-09, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10, 2010-11, and 2011-12, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State mathematics examination.<sup>7</sup>

#### Method

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

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<sup>6</sup> What Works Clearinghouse (2010). *Everyday Mathematics*[R]. What Works Clearinghouse Intervention Report. Retrieved from <http://www.mendeley.com/research/literacy-express-works-clearinghouse-intervention-report/>.

<sup>7</sup> In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

**Results**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Evaluation**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Additional Evidence**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Goal 2: Absolute Measure**

Each year, the school's aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

**Method**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Results**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Evaluation**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Additional Evidence**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Goal 2: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in Community School District 4.

**Method**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Results**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Evaluation**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Additional Evidence**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Goal 2: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Results**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Evaluation**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Additional Evidence**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Goal 2: Growth Measure**

On the current year's state mathematics exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show a positive gain in the current year.

**Method**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Results**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

### Evaluation

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

### Additional Evidence

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

### Goal 2: Optional Measure

Each year, 80 percent of students K-3 will perform at an NCE of 50 or higher on the Terra Nova exam.

### Method

The Terra Nova, a nationally-normed, standardized achievement test in reading and math is aligned to New York State Standards and was administered in grades Kindergarten and 1st. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The Terra Nova provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself. Further, the Terra Nova provides normal curve equivalents necessary to track growth over time.

### Results

The table below shows the results of the Terra Nova in the spring of 2012, and provides a summary of performance.

**Terra Nova Results Spring 2012**

Grade	Number Tested	Percentage of Students with a NCE of 50 or Higher	Target for Percentage of Students with a NCE of 50 or Higher	Target Achieved
K	56	86%	80%	YES
1	51	37%	80%	NO

### Evaluation

In 2011-2012, East Harlem Scholars Academy achieved this goal with the Kindergarten cohort but did not achieve the goal with the 1<sup>st</sup> grade cohort. In Kindergarten, 86% of our students scored at a NCE of 50 or higher, whereas in 1<sup>st</sup> grade 37% of our students scored at a NCE of 50 or higher. We recognize that many of our 1<sup>st</sup> grade students arrived significantly below grade level, many lacking basic number sense. These same students, however, have made significant gains in computation and problem solving skills since entering East Harlem Scholars Academy. For the vast majority of our students, the Terra Nova was their first standardized test. As a result, many students lacked the

stamina and familiarity with test-taking procedures and expectations to reach their fullest potential. In the upcoming school year, East Harlem Scholars Academy plans to include more opportunities for test preparation so that students learn important test taking skills and strategies and that they have more experience with longer assessments to help them be successful.

The results of the Terra Nova are being used as part of teacher professional development to identify strengths and areas of weakness for the purpose of developing academic interventions and to measure student growth over time. Students who scored below the NCE of 20 will be included in the school's Student Support Team caseload, which will provide necessary interventions and track individual progress throughout the year. The outcomes for individual students, as well as the outcomes for entire classes, will also be used for instructional planning for the 2012-2013 school year. In addition, more time will be devoted to test preparation so that students have the necessary stamina and strategies to excel at high levels.

#### **Additional Evidence**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

#### **Goal 2: Optional Measure**

Each year, students will demonstrate average mastery of 80% of Mathematics objectives as measured by an internal end-of-year summative assessment aligned to Common Core and NY State Standards.

#### **Method**

East Harlem Scholars Academy created its own end-of-year, summative math assessment aligned to grade level Common Core and New York State Standards. The assessment was developed by a highly trained and experienced math consultant who has extensive familiarity with Everyday Math, the Common Core standards, and the Terra Nova. Objectives on the assessment were tracked according to student mastery.

#### **Results**

The table below shows the results of the internal end-of-year summative math assessment for the spring of 2012, and provides a summary of performance.

**Math Assessment Results Spring 2012**

<b>Grade</b>	<b>Number Tested</b>	<b>Average Mastery of Mathematics Objectives</b>	<b>Target Average Mastery of Mathematics Objectives</b>	<b>Target Achieved</b>
K	56	93%	80%	YES
1	51	86%	80%	YES

#### **Evaluation**

East Harlem Scholars Academy significantly exceeded its targets for mathematics objective mastery in both Kindergarten and 1<sup>st</sup> Grade. Students were assessed on grade level standards and performed at high levels of mastery for each of the key power standards. To continue to improve

student outcomes, teachers will utilize the objective tracker and math data as a professional development tool in the upcoming school year to differentiate instruction and to set individual targets for students.

**Additional Evidence**

Since the school is in its first year of operation, there is no historical data available to analyze trends during the current Accountability Period.

**Goal 2: Optional Measure**

Each year, on the Terra Nova exam, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 or higher in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

**Method**

N/A: This measure is not yet applicable, as this is the first year that East Harlem Scholars Academy has been in operation.

**Results**

N/A: This measure is not yet applicable, as this is the first year that East Harlem Scholars Academy has been in operation.

**Evaluation**

N/A: This measure is not yet applicable, as this is the first year that East Harlem Scholars Academy has been in operation.

**Additional Evidence**

N/A: This measure is not yet applicable, as this is the first year that East Harlem Scholars Academy has been in operation.

**Summary of the of the Mathematics Goal**

East Harlem Scholars Academy achieved its optional absolute measure for student performance on the summative mathematics assessment, aligned to the Common Core and NY State Standards. In addition, the Kindergarten cohort significantly exceeded the target goal on the nationally norm-referenced Terra Nova exam. The 1<sup>st</sup> grade cohort, however, did not meet the target goal on the Terra Nova exam. We are confident that with a continued focus on data driven instruction, and with ongoing professional development related to effective differentiation of math concepts and skills that we will continue to support high levels of student achievement in Mathematics. Our current levels of performance represent a solid foundation for continuing success in the upcoming years.



Type	Measure	Outcome
Absolute	75 percent of all tested students enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	N/A
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A
Growth	On the 2011-12 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and 75 percent at or above Level 3.	N/A
Absolute	Each year, 80 percent of students K-3 will perform at an NCE of 50 or higher on the Terra Nova exam.	Did Not Achieve
Absolute (Optional)	Each year, students will demonstrate average mastery of 80% of Mathematics objectives as measured by an internal end-of-year summative assessment aligned to Common Core and NY State Standards.	Achieved
Growth (Optional)	Each year, on the Terra Nova exam, all grade-level cohorts of students (in Grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 or higher in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A

### Action Plan

During the 2012-2013 school year, students will continue to have over 90 minutes of math daily. To improve performance, the school will continue to work with its highly qualified math consultant to further develop its curriculum so that is comprehensive, rigorous, and student-centered. Key competencies that arise from mastery of mathematics—aptitude in problem-solving, facility with numbers, clear communication, logic and reasoning, argument and proof, mental discipline, and strategic and analytical thinking will be infused in the math curriculum and across the content areas. The school also plans to refine its formative and summative math assessments to ensure that all skills and understandings are aligned to the Common Core Standards. Furthermore, students will engage in more higher-order, critical thinking, through project-based learning assessments each quarter. This approach will enable our students to apply mathematical concepts to the real world and to make personal connections to their own lives.

Academic language is as central to mathematics as it is to other academic areas and remains a significant source of difficulty for many ELLs who struggle with mathematics. East Harlem Scholars Academy recognizes that ELL students need rigorous and supported opportunities for academic and linguistic success in elementary mathematics. As part of teacher professional development, an emphasis will be placed on differentiation and scaffolding during the 2012-2013 school year. Effective differentiation will challenge students, while simultaneously providing them with the

necessary support to achieve the lesson's specific learning objectives, as well as amplify and enrich the linguistic and content knowledge needed to achieve in elementary mathematics.<sup>8</sup> With the co-teaching model, teachers will be expected to include more small group support and maintain a low teacher-student ratio to best meet the needs of all students, particularly those who are struggling. The school will also provide intensive professional development about the use of mathematics vocabulary to support ELL students.

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<sup>8</sup> WestEd. (2008). EL expertise: Not just for specialists anymore. The R&D Alert, 10(1), 3-5. Retrieved from [http://www.wested.org/online\\_pubs/RD-08-02.pdf](http://www.wested.org/online_pubs/RD-08-02.pdf)

## SCIENCE

### **Goal 3: Science**

Students will demonstrate proficiency in the understanding and application of scientific principles.

#### **Background**

East Harlem Scholars Academy provides one semester of science across all grade levels. Science understandings are also infused throughout the curriculum through centers and inquiry projects. The aim of the School's science curriculum is to teach science content, principles and practices, as well as train students to use inquiry and scientific methods to learn independently and to solve problems. Accordingly, the School's science education programs are inquiry-based and, to the greatest degree practical, rooted in "real world" situations and experiences.

The National Science Teachers Association supports the notion that inquiry-based science must be a basic in the curriculum of every elementary school student. Numerous reports have highlighted the importance that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world. Science and teaching students about science means more than scientific knowledge. There are three important aspects of science that are taught at East Harlem Scholars Academy. The first of these is the content of science, the basic concepts, and our scientific knowledge. The second is the processes of doing science, and the third is scientific ways of thinking. Science is about asking questions and finding answers to questions---these are the same skills we want our students to use in their daily lives. East Harlem Scholars II's science program is based upon these principles. Our students will explore Life Science, Physical Science, Earth Science and the Human Body.

East Harlem Scholars Academy utilizes Foss' Delta Science Kits to support its science curriculum. This K-5 program is aligned with the National Science Education Standards, and to New York State science standards. It is cited as exemplary in publications by prominent science education organizations, including the National Science Resources Center<sup>9</sup>, Science for All Children<sup>10</sup> and the National Science Teachers Association.

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<sup>9</sup> National Science Resources Center (NSRC) (1996). Resources for Teaching Elementary School Science. Retrieved from <http://books.nap.edu/openbook.php?isbn=0309052939&page=9>

<sup>10</sup> National Science Resources Center (NSRC) (1997). Science for All Children: A Guide to Improving Elementary Science Education in Your School District.

**Goal 3: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

**Method**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Results**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Evaluation**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Additional Evidence**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Goal 3: Comparative Measure**

Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the state science exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Results**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Evaluation**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Additional Evidence**

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

**Goal 3: Optional Measure**

Each year, 80 percent of K-3 students will perform at the proficient grade level on the Terra Nova exam.

**Method**

The Terra Nova, a nationally-normed, standardized achievement test is aligned to New York State Standards and was administered in grades Kindergarten and 1st. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The Terra Nova provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself. Further, the Terra Nova provides normal curve equivalents necessary to track growth over time.

**Results**

The table below shows the results of the Terra Nova in the spring of 2012, and provides a summary of performance. This report only includes the 1<sup>st</sup> grade cohort of students. Kindergarteners did not take the Terra Nova Science exam.

**Terra Nova Results Spring 2012**

<b>Grade</b>	<b>Number Tested</b>	<b>Percentage of Students with a NCE of 50 or Higher</b>	<b>Target for Percentage of Students with a NCE of 50 or Higher</b>	<b>Target Achieved</b>
1	51	33%	80%	NO

**Evaluation**

East Harlem Scholars Academy did not meet the target goal for 1<sup>st</sup> grade on the Terra Nova Science exam, with 33% of students scoring at a NCE of 50 or higher. In the 2012-2013 school year, the school plans to incorporate a more comprehensive and robust science curriculum that draws from Delta Science. Students will have more opportunities for project based learning and hands-on, scientific experiments. Teachers will also be trained to implement meaningful interdisciplinary projects that support Science learning objectives. Comprehensive summative assessments in Science are also being developed across the school so teachers can collect more formal data and use it as a way of driving instruction.

The results of the Terra Nova are being used as part of teacher professional development to identify strengths and areas of weakness for the purpose of developing academic interventions and to measure growth over time. Students who scored below the NCE of 20 will be included in the school's Student Support Team caseload, which will provide necessary interventions and track student progress. The outcomes for individual students, as well as the outcomes for entire classes, will also be used for instructional planning for the 2012-2013 school year.

**Additional Evidence**

Since the school is in its first year of operation, there is no historical data available to analyze trends during the current Accountability Period.

**Goal 3: Optional Measure**

Each year, students will demonstrate average mastery of 80% of Science objectives as measured by an internal end-of-year summative assessment aligned to Common Core and NY State Standards.

**Method**

In its founding year, East Harlem Scholars Academy had not yet developed its end-of-year, summative Science assessment. The assessment program is being created over the summer and will be in place for the 2012-2013 school year.

**Results**

In its founding year, East Harlem Scholars Academy had not yet developed its end-of-year, summative Science assessment.

**Evaluation**

In its founding year, East Harlem Scholars Academy had not yet developed its end-of-year, summative Science assessment.

**Additional Evidence**

Since the school is in its first year of operation, there is no historical data available to analyze trends during the current Accountability Period.

## NCLB

### Goal 5: NCLB

The school will make Adequate Yearly Progress.

### Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

### Method

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

### Results

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

### Evaluation

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

### Additional Evidence

N/A: Since East Harlem Scholars Academy only served students in Grades K-1 for the 2011-2012 school year, there is no state testing data available. This goal is not applicable.

## APPENDIX B: OPTIONAL GOALS

### Goal S: ELL LEARNERS

ELL students will speak English proficiently.

### Goal S: Absolute Measure

By their second year of enrollment at East Harlem Scholars Academy, at least 60% of English Language Learners/Limited English Proficiency (ELL/LEP) students will score at the Advanced or Proficient Levels on the NYSELAT assessment.

#### Method

N/A: This measure is not yet applicable, as this is the first year that East Harlem Scholars Academy has been in operation.

#### Results

N/A: This measure is not yet applicable, as this is the first year that East Harlem Scholars Academy has been in operation.

#### Evaluation

N/A: This measure is not yet applicable, as this is the first year that East Harlem Scholars Academy has been in operation.

#### Additional Evidence

N/A: This measure is not yet applicable, as this is the first year that East Harlem Scholars Academy has been in operation.



**Goal S: ATTENDANCE**

East Harlem Scholars Academy will post strong attendance data.

**Goal S: Absolute Measure**

The average attendance in each grade will be 90% or higher.

**Method**

Teachers update and track attendance daily in an automated data management system.

**Results****2011-12 Attendance**

Grade	Average Daily Attendance Rate
K	91%
1	93%

**Evaluation**

East Harlem Scholars Academy met the attendance goal of 90% or higher as a school and in each of the grades. The school utilizes a structured and programmatic approach towards ensuring that students are prompt and present for school each day. Student attendance is tracked daily and classes compete for an attendance award each week. Students are also recognized monthly for perfect attendance. Absent students receive a phone call from the Office Manager or the Assistant Principal, and in egregious cases, the Principal.

**Additional Evidence**

N/A: This measure is not yet applicable, as this is the first year that East Harlem Scholars Academy has been in operation.

## **Goal S: CORE VALUES**

East Harlem Scholars Academy students will demonstrate strength of character.

### **Goal S: Absolute Measure**

By the end of each academic year, 80% of East Harlem Scholars Academy students will have satisfactory ratings (an average of 3 or above) in the following core values as is measured by the school's core values rubric.

#### **Service**

We embrace opportunities to help others. We appreciate and learn about our community and the world in which we live.

#### **Courage**

We challenge ourselves to take risks, to persevere, to question the status quo.

#### **Humility**

We apologize for our mistakes and seek to improve our shortcomings.

#### **Originality**

We embrace our individuality and celebrate the diversity of all others around us.

#### **Leadership**

We seize opportunities to lead and always demonstrate strong moral character. We treat others as we wish to be treated.

#### **Achievement**

We expect the best of ourselves at all times. We pursue knowledge and excellence.

#### **Reflection**

We cherish moments to step back, consider our actions, and plan for a better tomorrow.

### **Method**

East Harlem Scholars Academy created its own core values rubric to measure students' character development.

### **Results**

In our founding school year, the school did not collect and track objective data related to its core values. However, students were graded each quarter on their embodiment of the core values and these grades are displayed on the quarterly report cards. All staff members also reflected on their mid-year and end-of year evaluations their students' ability to articulate and to represent the school's core values in the classroom and in the school community. As we look to the upcoming school year and further build out our automated database, we will implement a more robust system for collecting and analyzing this data.

**Evaluation**

In our founding year, we did not collect and track character data related to the school's core values.

**Additional Evidence**

N/A: This measure is not yet applicable, as this is the first year that East Harlem Scholars Academy has been in operation.

**Goal S: FAMILY ENGAGEMENT**

Families will be satisfied with their choice to enroll their child at East Harlem Scholars Academy.

**Goal S: Absolute Measure**

Each year, over 90% of families will complete an anonymous survey and will express satisfaction with the school such that at least 70% of them provide a positive response to each of the survey items.

**Method**

The school conducted a family satisfaction survey at the end of the 2012 school year.

**Results**

The family surveys are still in the process of being completed. For the 2012-2013 school year, East Harlem Scholars Academy plans to distribute the surveys earlier and during one of our family engagement events in the spring.

**Evaluation**

The family surveys are still in the process of being completed. For the 2012-2013 school year, East Harlem Scholars Academy plans to distribute the surveys earlier and during one of our family engagement events in the spring.

**Additional Evidence**

N/A: This measure is not yet applicable, as this is the first year that East Harlem Scholars Academy has been in operation.

**Goal S: Absolute Measure**

Each year, 95 percent of families will participate in at least two family engagement events.

**Method**

The school tracked attendance for each of the family engagement events.

**Results****2011-12 Family Engagement Participation**

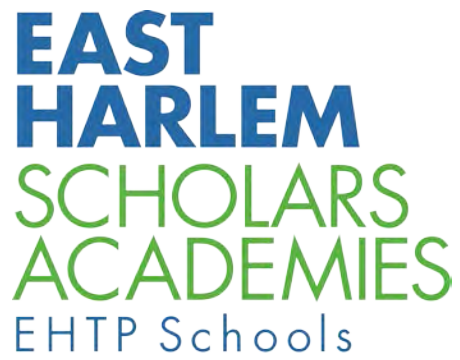
Percentage of Families Participating in two or more Family Engagement Events
100%

**Evaluation**

East Harlem Scholars Academy met the goal of family participation in family engagement events. Family engagement events are planned by semester and include a variety of activities, including literacy night, family film night, and parent-teacher conferences. These events are always marketed in both English and Spanish via printed communications, email and automated phone calls. At each family event, attendance is tracked and analyzed by the school's leadership team.

**Additional Evidence**

N/A: This measure is not yet applicable, as this is the first year that East Harlem Scholars Academy has been in operation.



# **East Harlem Scholars Academies Employee Handbook**

*2015-16*

## TABLE OF CONTENTS

<b>I. INTRODUCTION.....</b>	<b>1</b>
Welcome.....	1
Mission Statement.....	2
Core Values.....	2
Guiding Principles .....	2
<b>II. EMPLOYMENT.....</b>	<b>4</b>
Employment at Will.....	4
Equal Employment Opportunity .....	4
Nepotism.....	4
Employment Categories.....	5
<i>Full Time Teaching Staff</i> .....	5
<i>Full Time 12 month</i> .....	5
<i>Part-Time (hourly)</i> .....	5
<i>Part-Time (salaried)</i> .....	5
<i>Temporary</i> .....	5
<i>Exempt</i> .....	5
<i>Non-Exempt</i> .....	5
Payroll Deductions.....	6
Job Postings.....	6
Performance Evaluation .....	6
Advanced Degree Salary .....	6
Personnel File.....	7
Affidavit of Application for Work with Minors.....	7
Actions Warranting Discipline .....	8
Non-Discrimination and No Harassment Policies.....	9
Sexual Harassment Policies and Complaint Procedures.....	10
Definition of Sexual Harassment.....	10
Complaints and Investigation of Sexual Harassment .....	11
Immigration .....	14
Drug Testing .....	14
Drug Free Workplace .....	14
Resignation and Termination.....	15
Rights of East Harlem Scholars Academies.....	15
Employee Privacy .....	16
Press Inquiries .....	16
Compliance With Laws.....	16
Copyrights.....	16
Romantic or Sexual Relationships .....	16
<b>III. TIME AND ATTENDANCE .....</b>	<b>18</b>
A. Hours .....	18
B. Punctuality .....	18
C. Absenteeism.....	18
D. Unauthorized Absence .....	18

## TABLE OF CONTENTS (continued)

E. Verification of Absence.....	19
F. Overtime .....	19
G. Compensation .....	19
H. Final Pay.....	20
I. Paid Deductions and Garnishments .....	20
J. Time Recording.....	20
School Calendar and Holiday Leave.....	20
Weather Days and Other Closings .....	20
<b>IV. EMPLOYEE BENEFITS .....</b>	<b>22</b>
Paid Time Off.....	22
<i><b>12 Month Employees</b></i> .....	22
Bereavement Leave .....	23
Time Off To Vote .....	23
Military Leave.....	23
<i><b>Continuation of Health Benefits</b></i> .....	23
<i><b>Requests for Leave</b></i> .....	24
<i><b>Return from Military Leave</b></i> .....	24
<i><b>Required Documentation</b></i> .....	24
Leave With or Without Pay.....	25
Family and Medical Leave .....	25
<i><b>Medical Leave</b></i> .....	25
<i><b>Definitions</b></i> .....	25
<i><b>Eligibility</b></i> .....	26
<i><b>Entitlement</b></i> .....	26
<i><b>Payments and Benefits While on Leave</b></i> .....	26
<i><b>Notification</b></i> .....	27
<i><b>Certification: Family Leave</b></i> .....	27
<i><b>Certification: Medical Leave</b></i> .....	27
<i><b>Intermittent or Reduced Schedule Leave</b></i> .....	27
<i><b>Reinstatement Rights</b></i> .....	28
<i><b>Legal Compliance</b></i> .....	28
<i><b>Paid Parental Leave</b></i> .....	29
Jury Duty and Witness Subpoenas.....	30
Blood Donation.....	30
Bone Marrow Donation.....	31
Lactation Policy .....	31
Leave for Victims of Domestic or Sexual Violence .....	31
<b>V. BENEFITS: INSURANCE/HEALTH .....</b>	<b>32</b>
Overview of Benefits Provided .....	32
Statutory Benefits.....	32
<i><b>Worker's Compensation</b></i> .....	32
<i><b>Disability Benefits</b></i> .....	32
<i><b>Insurance/Medical Benefits</b></i> .....	33
<i><b>Short Term Disability Insurance</b></i> .....	33
<i><b>Social Security</b></i> .....	33
<i><b>Unemployment Insurance</b></i> .....	33
<i><b>Declination of Insurance Benefits</b></i> .....	34

## TABLE OF CONTENTS (continued)

<b>VI. PROBLEM SOLVING PROCEDURES .....</b>	<b>35</b>
Problem/Conflict Resolutions .....	35
<b>VII. EMPLOYEES' SHARE OF THE JOB – ROLES AND RESPONSIBILITIES .....</b>	<b>36</b>
Confidentiality.....	36
Ban on Acceptance of Gifts.....	37
Confidentiality and Non-Disclosure agreement.....	37
Personal Appearance/Dress Code.....	38
Solicitation.....	38
Employee Suggestions.....	38
Code of Ethics and Standards of Conduct.....	38
Non-Business Social Visits .....	40
Smoking .....	40
Occupational Safety and Health Act (OSHA) .....	40
Internal Investigations and Searches.....	41
<b>VIII. FACILITIES AND EQUIPMENT .....</b>	<b>42</b>
Social Networking .....	44
Cell Phone Policy.....	45
Copiers and Mail System.....	46
Use of Technology During Working Hours .....	46
Mail Packages and Personal Items .....	46
<b>IX. AMERICANS WITH DISABILITIES ACT (ADA).....</b>	<b>48</b>
<b>X. OCCUPATIONAL SAFETY AND HEALTH ACT .....</b>	<b>49</b>
<b>XI. RIGHT-TO-KNOW.....</b>	<b>50</b>
<b>XII. WHISTLEBLOWER POLICY .....</b>	<b>51</b>
<b>XIII. CONFLICT OF INTERESTS .....</b>	<b>52</b>
<b>XIV. PROCEDURES FOR REPORTING CHILD ABUSE.....</b>	<b>53</b>
Child Abuse or Maltreatment.....	53
Child Abuse in the Educational Setting.....	54
<b>XV. CERTIFICATION OF RECEIPT OF PERSONNEL HANDBOOK.....</b>	<b>56</b>



## I. INTRODUCTION

### Welcome

We welcome you to East Harlem Scholars Academies and wish you every success here. We at East Harlem Scholars Academies believe that each employee contributes directly to the Organization's growth and success and we hope you will take pride in being a member of our team. Your contribution to the mission of East Harlem Scholars Academies is welcome and valued.

For the benefit of all employees, we would like to acquaint you with the policies governing employment with East Harlem Scholars Academies (the Organization). This manual addresses the basic employment policies of East Harlem Scholars Academies and supersedes all previous manuals and written or implied policies.

This handbook should not be construed as, and does not constitute, and contract of employment, either express or implied, or for any specific duration. Employment with East Harlem Scholars Academies is at will and can be terminated at any time without notice, with or without cause, by either the employer or the East Harlem Scholars Academies. No representative of East Harlem Scholars Academies, other than the Executive Director has the authority to enter into an agreement to the contrary. In order to be valid, any such agreement must be made in writing and signed by the Executive Director or his/her designee.

The Organization will be bound by all of the provisions contained in the New York State Charter School Act and, if applicable, the regulations of the Chancellor of the New York City Department of Education. No representative of East Harlem Scholars Academies, other than the Principal has the authority to enter into an agreement to the contrary. In order to be valid, any such agreement must be made in writing and signed by the Principal.

Occasionally, it may become necessary to modify, change, update, revoke, replace or even terminate the policies outlined in this manual, and East Harlem Scholars Academies reserves the right to make changes at any time at its sole discretion. Generally, you will be informed about any changes, but changes can also be made without notice. The language contained in this manual does not and is not intended to create any contractual rights or obligations—it is not a contractual agreement, and is provided for informational purposes only.

This manual applies to all employees of East Harlem Scholars Academies, unless otherwise stated. At all times, East Harlem Scholars Academies remains solely responsible for the interpretation of the provisions in this manual and their applications. If you have any questions, please do not hesitate to contact your manager or school Principal.

In addition, the Board of Trustees of this Organization may make administrative policies. Employees are expected to be bound by these policies. Every effort will be made to keep employees informed of all changes to law, regulation and policy. The Scholars Academies Operations Team and/or Talent Team will attempt to provide employees with notification of any other changes as they occur.

Possession of this Handbook does not necessarily make employees eligible for the various benefits described. Employees may need to satisfy certain eligibility requirements before obtaining coverage. In some instances, state or federal laws may impose certain requirements, in addition to those stated as the Organization policy. In any situation where insurance or other benefit plans are concerned, the official plan documents and insurance contracts will always prevail over statements contained in this Handbook.

Please read the mission statement of East Harlem Scholars Academies. The Board of Trustees believes strongly in the principles and practices identified in these statements. The Organization urges its employees to consider these in formulating their own teaching philosophies. The objectives of this School may only be realized when the faculty, staff and volunteers share the mission.

### **Mission Statement**

East Harlem Scholars Academies are public charter schools that prepare students with the skills, strength of character, and emotional well-being to excel academically, lead in their communities and realize their best possible selves. Scholars Academies are operated by East Harlem Tutorial Program (EHTP), a community-based organization founded in 1958.

### **Core Values**

#### **S – Service**

We embrace opportunities to help others. We appreciate and learn about our community and the world in which we live.

#### **C – Courage**

We challenge ourselves to take risks, to persevere and to question the status quo.

#### **H – Humility**

We apologize for our mistakes and seek to improve our shortcomings.

#### **O – Originality**

We embrace our individuality and celebrate the diversity of all others around us.

#### **L – Leadership**

We seize opportunities to lead and always demonstrate strong moral character. We treat others as we wish to be treated.

#### **A – Achievement**

We expect the best of ourselves at all times. We pursue knowledge and excellence.

#### **R – Reflection**

We cherish moments to step back, consider our actions and plan for a better tomorrow.

### **Guiding Principles**

East Harlem Scholars Academies is a high-performing, student-centered learning environment that shares the philosophy and values of its founding organization, East

Harlem Scholar's Academy. East Harlem Scholars Academies are grounded in the following guiding principles:

- ❖ **All children can and will succeed when provided a great education.** We challenge our students with a demanding academic program and stimulating learning environment so that they develop the skills necessary to succeed in high school and graduate from competitive colleges.
- ❖ **The best learning occurs when children engage in higher-order, critical thinking.** To thrive in the 21<sup>st</sup> century work force and successfully pursue boundless possibilities, our students learn to question, analyze and apply their learning meaningfully. Students develop the essential critical reasoning and leadership skills to succeed in their endeavors, both inside and outside the classroom.
- ❖ **A nurturing and supportive environment supports students' love of learning and of themselves.** We place a premium on students' cognitive, creative, social and emotional growth and physical health, blending rigor with joy to ensure our scholars are inspired to learn. Students explore their individual aspirations through the school experience, developing rich personal connections to their learning.
- ❖ **Self-awareness promotes dynamic leadership and global understanding.** Our learning community instills in all scholars a deep sense of self-esteem, cultural pride and global responsibility so that they become active citizens of the 21<sup>st</sup> century and develop into their best possible selves. Diversity is an asset to our learning space, and our scholars are engaged with and aware of different backgrounds and perspectives as they develop a rich understanding of the world in which they live.
- ❖ **Active community engagement richly enhances educational opportunities.** Families and the wider community are mutual stakeholders in our scholars' educational success. Having access to a comprehensive support system positions students to reach their fullest potential, and our scholars' commitment to service promotes our vision of social justice and a desire to help those in need.

## II. EMPLOYMENT

### **Employment at Will**

As stated throughout this Handbook, an employee's relationship with East Harlem Scholars Academies is an employment "at will". This Employee Handbook does not constitute a contract for employment between East Harlem Scholars Academies and its employees. Employees of the Organization are considered "at will," and therefore either the employee or the Organization may terminate the employment relationship under the policies set forth in this document. In the absence of a specific policy, the employment relationship may be terminated at any time without notice, with or without cause. It is the responsibility of the Board of Trustees to oversee School policies and operations. However, no person other than the Principal has authority to enter into any agreement for employment for any specified period of time, and any such agreement must be in writing.

### **Equal Employment Opportunity**

East Harlem Scholars Academies is an equal employment opportunity employer and does not discriminate against employees or applicants on the basis of race, color, sex, religion, national origin, ethnic origin, citizenship, marital status, veterans' status, disability (including AIDS), pregnancy, gender identity, sexual preference, generic predisposition or carrier status, alienage, status as a victim of domestic violence or sexual harassment, or any other status or condition protected by applicable law. This policy extends to all aspects of employment, including, but not limited to, recruitment, selection, compensation, benefits, promotion, training, transfer and termination.

East Harlem Scholars Academies will not tolerate any conduct calculated to intimidate, harass or otherwise discriminate against any employee based on the above. Any employee who feels that his/her rights have been violated under this policy should inform his or her immediate supervisor. Should reporting to his/her immediate supervisor propose a conflict, the matter should be brought to the attention of the Principal. If the issue involves the Principal, the employee should contact the Principal's supervisor.

Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, *up to and including* termination of employment.

### **Nepotism**

It is the policy of East Harlem Scholars Academies that no employee may hire, cause to be hired, or supervise any relative of the employee within the third degree of consanguinity or affinity, except with the prior approval of the Board of Trustees. In enforcing this policy it is important to keep in mind that any appearance of impropriety should be avoided. Therefore, any source of funding should not serve as a basis to waive the restriction of this policy. Any questions regarding this policy should be referred to East Harlem Scholars Academies Board of Trustees.

With respect to the employment of a relative, East Harlem Scholars Academies defines relatives as spouses, partners, parents, children, stepchildren, siblings, in-laws, step-parents, grandparents, and step-grandparents.

## **Employment Categories**

East Harlem Scholars Academies maintains standard definitions of employment status and classifies employees for purposes of personnel administration and related payroll transactions according to the following definitions:

### **Full Time Teaching Staff**

Employees hired to work 30 hours or more per week for a period not to exceed 11 months in a calendar year. These employees are eligible for the Organization's full benefit package, subject to the terms, conditions and limitations of each benefit program. Teaching staff will receive an updated offer letter each year that they are asked to return. The term of employment will end one year after the start date stated in that year's letter.

### **Full Time 12 month**

Employees hired to work 30 hours or more per week. These employees are eligible for the Organization's full benefit package, subject to the terms, conditions and limitations of each benefit program. Full time employees may be "exempt" or "non-exempt" as defined below.

### **Part-Time (hourly)**

Employees hired to work less than 30 hours per week who are paid on an hourly basis. These employees receive all legally-mandated benefits, such as Worker's Compensation and Social Security benefits. Part-Time staff will receive a new offer letter each year that they are asked to return. The term of employment will end one year after the start date stated in that year's letter.

### **Part-Time (salaried)**

Employees hired to work less than 30 hours per week and paid a regular salary. These employees may be eligible for pro-rated paid time-off. Part-Time staff will receive a new offer letter each year that they are asked to return. The term of employment will end one year after the start date stated in that year's letter.

### **Temporary**

Employees hired for a specific period of employment, or for a special project. These temporary employees do not receive any of the Organization's benefits.

### **Exempt**

Employees whose positions meet specific tests established by the Fair Labor Standards Act (FLSA) and state law and who are exempt from overtime pay requirements. Salaried executives, professional employees, outside sales representatives, and certain administrative positions are typically exempt.

### **Non-Exempt**

Employees whose positions do not meet FLSA and state exemptions tests and

are subject to the overtime provisions of the FLSA and state law. These employees will be eligible for overtime pay in accordance with the "Overtime" section of this Manual.

Employees will be informed of their initial employment classification and of their status as an exempt or non-exempt employee in their offer letter. If employees change positions during their employment as a result of a promotion, transfer, or otherwise, they will be informed by the Coordinator, Talent Operations of any change in exemption status.

Employees should direct any questions regarding employment classification or exemption status to the Coordinator, Talent Operations.

### **Payroll Deductions**

Exempt employees will be paid on a salary basis, which means that these employees will receive their full salary for any week in which they perform any work without regard to the number of days or hours worked. East Harlem Scholar's Academy, however, may make deductions from exempt employees' salaries for full-day absences when such employees do not have remaining paid time off. Any exempt employee who feels that an improper salary deduction has been made should alert the Finance Department immediately. All complaints will be investigated, improper deductions will be repaid, and good faith efforts will be made to assure improper deductions do not happen again.

Leased employees, independent contractors and freelancers are not employees of East Harlem Scholar's Academy and are not entitled to any benefits.

### **Job Postings**

Notices of job vacancies are posted on East Harlem Scholars Academies' website. If an employee wishes to apply for a different or new position, he/she should contact his/her direct supervisor or the Director, Talent & Recruitment.

### **Performance Evaluation**

At the end of the first six (6) months of employment, Employees' work performance will be reviewed by their supervisor to assess their strengths, areas of weakness, continued employment status, and compensation package. The evaluation will be discussed with the employee, and he/she will have the opportunity to dispute, in writing, any comments he/she deems inaccurate. These yearly evaluations will become part of the permanent personnel file. For more information and materials, employees can contact their manager or the Talent Team.

### **Advanced Degree Salary**

Employees that gain an Advanced Degree during time at Scholars may be eligible for an increase in their salary.

- Advanced Degrees are considered if they are in the employee's field of study or related at the discretion of the employee's manager and/or Principal
- The leadership team will review for salary increases three times a year:
  - January in effect for February 15<sup>th</sup> payroll
  - July in effect for August 15<sup>th</sup> payroll
  - September in effect for October 15<sup>th</sup> payroll
- The School considers an employee's Master's degree as part of the total compensation.
- Increases typically start at 5%
- The School will reward additional Master's degrees in the following areas:
  - Special Education
  - English Language Learners/TESOL
  - School Leadership
  - Content Specialist (i.e. Reading Specialist etc.)
- For other content areas, employees should consult their manager.
- Increases for a second Master's will start at 3% (based upon content, school need, budget etc.)

Staff members should always submit a transcript as proof of an advanced degree to the School's Director of Operations.

### **Personnel File**

East Harlem Scholars Academies maintains personnel records for each employee, as required by law, for both the Organization's and the employees' benefit. All employees must fill out Federal Forms W-4 and I-9, and any other forms which may be required either by law, or by the Organization's insurance carriers in order for an employee to avail themselves of the Organization's benefit plans.

Therefore, employees are expected to notify the Coordinator, Talent, Operations of any changes to their personal information, as they occur, including, by way of example:

- home address
- home telephone
- person or persons to notify in case of emergency
- change of legal name
- marital status
- number of exemptions

Employees can submit a request, in writing, to the Coordinator, Benefits & Administration to see their employee file.

### **Affidavit of Application for Work with Minors**

This Affidavit will be completed by all applicants for employment or volunteer work, for any position involving the custodial supervision of minors (under 18 years of age) or for any position in which the applicant will come in contact with said minors while performing his/her duties. This statement will ensure that East Harlem Scholar's Academies provides a safe and secure environment to the children and youth who participate in its programs and use its facilities.

## **Actions Warranting Discipline**

As an integral member of East Harlem Scholars Academies, employees are expected to accept certain responsibilities, adhere to acceptable business practices, and exhibit a high degree of personal integrity at all times. Employees should respect the rights and feelings of others and refrain from any behavior that might be harmful to themselves, their co-workers, and/or East Harlem Scholars Academies. Employees are encouraged to observe the highest standards of professionalism at all times.

These guidelines are fundamental in nature and are matters of judgment and common sense. Since it is impossible to list guidelines to cover every situation, the absence of an illustration from this list will not prohibit East Harlem Scholars Academies from taking disciplinary action, up to and including immediate dismissal when East Harlem Scholars Academies believes, in its sole discretion, such action is warranted. These guidelines do not in any way alter an employee's at-will relationship with East Harlem Scholars Academies. This means East Harlem Scholars Academies may terminate an employee's employment at any time with or without cause or notice.

East Harlem Scholars Academies expects employees to follow rules of conduct that will protect the interests and safety of all employees and East Harlem Scholars Academies. Types of behavior and conduct East Harlem Scholars Academies considers inappropriate include, but are not limited to:

- use, sale and distribution of alcohol or illegal drugs on East Harlem Scholars Academies premises
- causing damage to East Harlem Scholars Academies property
- reckless endangerment and/or physical or psychological harm to a student, volunteer, family, staff member or anyone else on East Harlem Scholars Academies premises
- actions that compromise the integrity of the East Harlem Scholars Academies program and services
- falsification of employment records or other East Harlem Scholars Academies records, including time cards
- unauthorized absence during work hours
- sleeping during scheduled work hours
- failure or refusal to accept or follow the directive of a supervisor
- possession of a weapon while on East Harlem Scholars Academies premises
- gambling or in possession of gambling devices while on East Harlem Scholars Academies premises
- creating or contributing to unsafe conditions by act or omission
- smoking in unauthorized places and at inappropriate times during working hours
- physical or verbal abuse of co-workers, visitors or East Harlem Scholars Academies program participants
- threat of violence or harm in the workplace, inclusive of boisterous or disruptive behavior
- unauthorized use or removal of East Harlem Scholars Academies property
- possession or reproduction of East Harlem Scholars Academies confidential records for disclosure to unauthorized persons
- negligent or deliberate destruction or misuse of property belonging to East Harlem Scholars Academies, or any employee, participant or visitor
- solicitation of tips or gratuities
- inducing another employee to commit any breach of the above noted regulations



- unauthorized use of the internet for non-East Harlem Scholars Academies related business while on company time
- any substantive violation of East Harlem Scholars Academies policies
- corporal punishment - East Harlem Scholars Academies has a zero-tolerance policy and any staff member believed to have used corporal punishment will be subject to immediate suspension pending an appropriate investigation

Should an employee's performance, work habits, conduct or demeanor become unsatisfactory in the sole judgment of East Harlem Scholars Academies, based on either violations of the above, any other East Harlem Scholars Academies policies, rules or regulations, or for any other reason in the discretion of East Harlem Scholars Academies, the employee will be subject to disciplinary action, up to and including termination.

### **Non-Discrimination and No Harassment Policies**

East Harlem Scholars Academies strongly supports the rights of all its employees to work in an environment free from all forms of unlawful harassment, including harassment on the basis of race, color, religion, gender, sexual orientation, national origin, age, disability (including AIDS), pregnancy, military status, or any other protected category.

Unlawful harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of race, color, religion, gender, sexual orientation, national origin, age, disability, or any other protected category; and that:

- Creates an intimidating, hostile or offensive working environment
- Unreasonably interferes with an individual's work performance; or
- Otherwise adversely affects an individual's employment opportunities.

Unlawful harassing conduct includes, but is not limited to: epithets; slurs; negative stereotyping; threatening, intimidating or hostile acts that relate to the above characteristics; written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of the above characteristics, and that is placed on walls, bulletin boards, or elsewhere on the employer's premises, or circulated in the workplace on paper or electronically.

The Organization prohibits unlawful harassment of any kind. Any violation of the Organization's unlawful harassment policy should be reported in accordance with the complaint procedure in the Sexual Harassment policy.

All situations will be treated confidentially to the maximum extent possible and will be promptly investigated. East Harlem Scholars Academies prohibits any form of retaliation against an employee for filing a bona fide complaint under this policy or for assisting in a complaint investigation. If the result of the investigation indicates that corrective action is called for, such action may include disciplinary measures up to and including immediate termination of the employment of the offender.

Harassing conduct includes, but is not limited to: epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or circulation in the workplace of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through e-mail).

## **Sexual Harassment Policies and Complaint Procedures**

It is the goal of East Harlem Scholars Academies to promote a workplace that is free of sexual harassment by employees, clients, independent contractors, vendors, or other agents." Sexual harassment of employees occurring in the workplace or in other settings in which employees may find themselves in connection with their employment is unlawful and will not be tolerated by this Organization. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

To achieve our goal of providing a workplace free from sexual harassment, the conduct that is described in this policy will not be tolerated and we have provided a procedure by which inappropriate conduct will be dealt with, if encountered by employees. East Harlem Scholars Academies prohibits sexual harassment of any employee, student, parent or guardian, visitor, guest, candidate for employment, independent contractor, consultant, or other person visiting the Organization's premises.

All of the same applies in connection with the educational or commercial relationships within East Harlem Scholars Academies. Employees cannot be forced to submit to such conduct as a basis for any employment decision and the Organization will do its best to keep its workplace free of any conduct that creates an intimidating, hostile, or offensive work environment for its employees.

Sexual harassment applies to the conduct of a supervisor toward a subordinate, an employee toward another employee, a non-employee toward an employee or an employee toward an applicant for employment, student, parent or guardian, visitor, or guest.

Sexual harassment can apply to conduct in any work-related setting outside the work place as well as at work. The acts underlying sexual harassment need not be sexual in nature nor take the form of overt sexual advances. Sexual harassment may consist of intimidation and hostility directed at an individual because of sex or sexual orientation.

The harassment may take the form of, but is not limited to, explicit or degrading comments that are verbal, written, or electronic and are of a sexual nature, persistent or unwelcome flirtation, requests for dates, especially if the behavior continues after a clear objection has been made, inappropriate jokes, vulgar comments, offensive language, teasing about sexual preferences, or unwelcome touching, such as hugging, kissing, pinching, or patting. It is not permissible for any East Harlem Scholars Academies employee to engage in any form of sexual harassment. East Harlem Scholars Academies takes allegations of sexual harassment seriously. We will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

### **Definition of Sexual Harassment**

Sexual harassment is defined as sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- a. Submission to or rejection of such advances, requests or conduct is

- made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions such as favorable reviews, salary increases, promotions, increased benefits or continued employment regardless of whether the harasser actually carries through with the threats to alter the subordinate's terms or conditions of employment; or
- b. Such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

Other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a workplace environment that is hostile, offensive, intimidating, or humiliating to male or female workers may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which, if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances - whether they involve physical touching or not;
- Sexual epithets, slurs, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comments on an individual's body, comments about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Sending or circulating, whether in print or electronic form, literature or communications (articles, magazines or e-mails) of a sexual nature;
- Inquiries into one's sexual experiences; and
- Discussion of one's sexual activities.

All employees should take special note that, as stated above, retaliating against an individual who has complained about sexual harassment, and retaliating against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by this Organization.

## **Complaints and Investigation of Sexual Harassment**

### **1. Informal Complaint Procedure**

The East Harlem Scholars Academies encourages, but does not require, individuals who believe they are being harassed to promptly notify the offender that his or her behavior is unwelcome. If for any reason an individual does not wish to confront the offender directly, or if such a confrontation does not successfully end the harassment, the individual should notify his or her supervisor or the offender's supervisor who may, if the individual so requests, speak to the alleged harasser on the individual's behalf. An individual reporting discrimination or harassment should be aware, however, that the Organization may decide it is necessary to take action to address the harassment beyond an informal discussion. The decision will be discussed with that individual. The best

course of action in any case will depend on many factors and, therefore, the informal procedure will remain flexible. Moreover, the informal procedure is not a required first step for the reporting individual.

## **2. Formal Complaint Procedure**

### **1.) Complaint Procedure and Investigation:**

If an employee believes that he or she has been discriminated, harassed or retaliated against by any school employee, student, vendor, family, or other school contact, the employee should immediately report the incident to the Principal. If the Principal is involved in the reported conduct, or for some reason the employee cannot make a report to the Principal, the employee should report directly to the Chair of the Board of Trustees of East Harlem Scholars Academies.

### **2.) Timeliness in Reporting Harassment**

The East Harlem Scholars Academies encourages the prompt reporting of any potential violations of this policy, so that it can take appropriate steps to maintain a workplace free of discrimination, harassment, and retaliation, and to ensure that its procedures are effective in promoting this goal. While no fixed reporting period has been established, early reporting and intervention has proven to be the most effective method of resolving actual or perceived incidents of sexual or other forms of harassment.

### **3.) Investigation and Protection Against Retaliation**

The Organization will investigate any such report of discrimination or harassment. The investigation may include individual interviews with the parties involved, and where necessary, with individuals who may have observed the alleged conduct or may have relevant knowledge.

All employees have a duty to cooperate in the Organization's investigation of alleged discrimination or harassment. Failure to cooperate or deliberately providing false information during an investigation shall be grounds for disciplinary action, *up to and including* termination of employment.

The Organization will not retaliate, nor will it tolerate retaliation, against employees who complain in good faith about discrimination or harassment. Retaliation against an individual for reporting discrimination or harassment or assisting in providing information relevant to a claim of discrimination or harassment is a serious violation of this policy and will be treated with the same strict discipline as would the discrimination or harassment itself. Acts of retaliation should be reported immediately and will be promptly investigated. The Organization is prepared to take appropriate steps to protect individuals who fear that they may be subjected to retaliation.

### **4.) Confidentiality**

Confidentiality will be maintained to the extent practical and appropriate under the circumstances. The Organization will maintain confidential records of all complaints and how each was investigated and resolved.

### **5.) Responsive Action**

East Harlem Scholars Academies will take whatever corrective action is

deemed necessary, including disciplining any individual who is believed to have violated these prohibitions against discrimination, harassment and retaliation. Responsive action may include, for example, mandatory training or referral to counseling and disciplinary action such as warnings, reprimands, withholding of a promotion or pay increase, reassignment of the offender, temporary suspension without pay, termination of employment, or other measures that the Organization believes will be effective in ending the misconduct and correcting the effects of the harassment.

6.) False and Malicious Accusations

False and malicious accusations of discrimination or harassment, as opposed to complaints which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action, *up to and including* termination of employment.

**Summary of Responsibilities of Employees (this includes all employees of the Organization)**

- To refrain from all conduct which might be considered discrimination or harassment.
- To report complaints to a supervisor or the Principal, who will treat such information with sensitivity to its confidential nature.
- To cooperate reasonably in any investigation conducted by the Organization or its agent.

**Summary of Responsibilities of Supervisors (this includes all employees to whom other staff members report)**

- To maintain a workplace free of discrimination, harassment, and intimidation.
- To inform employees of the Organization's policy prohibiting discrimination and harassment and of their right to bring complaints of this nature, confidentially, to the Principal or the their supervisor.
- To report all complaints of discrimination and harassment to the Principal.
- To investigate promptly each complaint and, where the investigation confirms the allegation, to take appropriate corrective action, *up to and including* termination of employment.
- To be sensitive to the confidential nature of these matters and to the privacy of all parties involved in such complaints.
- To not retaliate against any employee for bringing a good faith complaint.
- 5. Summary of Responsibilities of Principal
- To educate and train employees at each level.
- To ensure that all supervisors and employees are apprised of the Organization's policy against discrimination and harassment and of their responsibilities hereunder.
- To meet with employees during orientation upon their hire to review the Policy and the types of conduct prohibited.
- To assist supervisors in their investigation of complaints, including training all investigators on proper investigative procedures and safeguards. Where complaints are lodged directly with the

administration, it shall investigate promptly and report findings to the appropriate supervisor or level of management with recommendations concerning corrective action where appropriate.

#### **Summary of Responsibilities of Board of Trustees**

- To listen to each complaint.
- To ensure availability and access if the complaint concerns a School Leader.
- To ensure action is taken if the complaint concerns a School Leader.

#### **Immigration**

Under federal law, as a condition of employment an employee must complete Form I-9 (Employment Eligibility Verification) and furnish the Coordinator, Talent Operations with certain documents required to verify their eligibility to work in the United States. Furthermore, employees must keep the Coordinator, Talent Operations informed of changes in their immigration status. Failure to submit required documentation will result in automatic termination of employment.

#### **Drug Testing**

It is the policy of East Harlem Scholars Academies and its Board, not to employ persons who use illegal drugs or abuse alcohol. East Harlem Scholars Academies may require an employee to submit to testing for drug and/or alcohol use as a continuing condition of employment. An employee who refuses to submit to this test, or who tests positive may be suspended from duty pending further investigation, which may subject him/her to disciplinary action resulting in termination.

#### **Drug Free Workplace**

East Harlem Scholars Academies is committed to protecting the health, safety and welfare of our employees and to promoting quality and efficiency in the workplace by providing a work environment that is free of the problems associated with the use and abuse of controlled or illegal drugs or substances. Thus, East Harlem Scholars Academies prohibits manufacturing, distributing, dispensing, possessing, or using any controlled substance or illegal drug while an employee is on the Organization's premises or otherwise engaged in School business, unless such action is job-related. Employees must notify East Harlem Scholars Academies in writing of a conviction under a criminal drug statute for a violation occurring in the workplace no later than 5 days after such conviction. Any overindulgence in alcoholic beverage consumption during working hours or while in a representational capacity for the Organization, whether on or off School property, is also strictly prohibited. Moreover, operating a School-owned or School-leased motor vehicle while under the influence of any alcohol is strictly prohibited.

For the purposes of this policy, the term "controlled substances" means controlled or illegal drugs or substances, which include all forms of narcotics, hallucinogens, depressants, stimulants, and other drugs whose use, possession, or transfer is restricted or prohibited by law. Please consult schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812), and the regulations contained at 21 CFR 1308.11–1308.15 for additional information regarding the definition of "controlled substances."

Drugs prescribed by a physician, dentist, or other person licensed to prescribe or dispense controlled substances or drugs, used in accordance with their instructions, are not subject to this policy. However, if prescribed drugs taken under medical supervision impact an individual's performance, the employee should be relieved of his/her duties during the impairment period. To avoid possible misunderstandings, employees using prescription drugs that may affect their job performance are encouraged to advise their supervisors of their use of prescription drugs and the possible side effects of such drug use.

The use of controlled substances and abuse of alcohol exposes East Harlem Scholars Academies and its associates to unacceptable risks, accidents or other failures in performance that would undermine our ability to serve our families effectively and efficiently. East Harlem Scholars Academies considers associates who use or abuse such substances to be less than reliable and responsible and lacking in sufficient judgment. Noncompliance with this policy will result in disciplinary action, up to and including termination.

In the event that an associate is having a drug or alcohol addiction or abuse problem, please contact the Director of Operations for confidential assistance. In addition, the Organization's medical insurers maintain information about substance abuse treatment programs, which may be available to employees under the plans East Harlem Scholars Academies maintains from time-to-time for the benefit of its employees.

### **Resignation and Termination**

East Harlem Scholars Academies reserves the right to terminate any employee at any time, with or without cause. If an employee resigns, the Organization requests a minimum notification of thirty (30) calendar days in writing including the effective date of voluntary separation and the reason for said separation. East Harlem Scholars Academies believes that a thirty-day written notice is required in order to achieve appropriate educational transition. Should an employee terminate his or her appointment at the Organization by voluntarily discontinuing work during the academic year, the Organization will cease salary and benefit payments as of the date work was discontinued. PTO time is not considered part of the advanced notice. Final paychecks will be issued on the next regular pay date after the employee's last day of work. The employee must return all keys, records, case files, data, resource materials, supplies, equipment or any other East Harlem Scholars Academies property at the time of his/her separation, and his/her email account will be disabled immediately on his/her last day of work.

Employees of the Organization are considered "at will", and therefore either the employee or the Organization may terminate the employment relationship under the policies set forth in this document. In the absence of a specific policy, the employment relationship may be terminated at any time without notice with or without cause.

### **Rights of East Harlem Scholars Academies**

All records, case files, data resource materials, supplies and equipment shall remain the property of East Harlem Scholars Academies, and may not be posted on the internet, reproduced or removed without the permission of the Principal. This includes outside training materials, CD's, classroom supplies, and includes any materials produced by Scholars Academies employees within the scope of his/her employment, shall remain the property of Scholars Academies.



## **Employee Privacy**

East Harlem Scholars Academies will not release employee information to outside sources without the employee's approval, except to verify employment dates and most recent job title, or as required by law.

## **Press Inquiries**

It is our policy to limit the number of people at East Harlem Scholars Academies who are authorized to talk to the press on Organization matters. If an employee receives any inquiries from the press, or any third party, regarding East Harlem Scholars Academies or its clients, please refer them to the Managing Director, Development and External Affairs. No one should at any time answer any press inquiries, or discuss any work or Organization matters with anyone from the media without prior authorization.

## **Compliance With Laws**

All employees must comply with all applicable laws and regulations applicable in the country, state and local jurisdictions in which East Harlem Scholars Academies conducts business. Employees are expected to learn the laws of the localities in which they work and to seek advice from the Director of Operations if they have any concerns regarding applicable laws and regulations.

## **Copyrights**

Employees acknowledge that the entire right, title, and interest of any and all writings and other creations that they may prepare, create, write, initiate or otherwise develop as part of their efforts while employed by East Harlem Scholars Academies, shall be considered the property of East Harlem Scholars Academies. This includes, but is not limited to, any development of a curriculum. These works will be "works for hire" and shall be the Organization's sole and exclusive property, copyright, patent and trademark. For items covered by this paragraph, employees hereby assign and transfer all rights, title and interests in all such items, including without limitation, all patent, trademark and copyright rights that now exist or may exist in the future. Employees further agree that at any reasonable time upon request, and without further compensation or limitation, they will execute and deliver any and all papers or instruments including assignments, declarations, applications, powers of attorney and other documents, that in East Harlem Scholars Academies' opinion may be necessary or desirable to secure the Organization's full enjoyment of all right, title, interest and properties herein assigned. Employees agree to not charge the Organization for use of their copyrighted, trademarked and patented materials.

## **Romantic or Sexual Relationships**

All employees are discouraged from entering into and should endeavor to refrain from dating or engaging in relationships of a "romantic" nature with a co-worker or supervisor. If a romantic or sexual relationship between a supervisor and an employee should develop, the supervisor must promptly disclose the existence of the relationship to the Principal who will inform others with a need to know the existence of the relationship. If the issue involves the Principal, the employee should contact the Principal's supervisor. Failure to disclose the existence of the relationship, in



accordance with this policy, may lead to discipline up to and including discharge from employment.

Romantic or sexual relationships between employees can cause various problems, including interference with the work operations or job performance, damage to employee morale and productivity and accusations of favoritism or disparity. For these reasons, the Organization reserves the right to take appropriate action including possible transfer or termination.

### III. TIME AND ATTENDANCE

#### A. Hours

Prior to the first day of school, all employees will receive written notification of their regular working hours. Employees will be required to sign-off on this notice. Staff members should expect that on many occasions it will be necessary to meet with colleagues and administrators on school-related matters before or after their regular working hours. Additionally, the Principal will inform employees of exceptions and additions to regular working hours including but not limited to Staff Development Days and Staff Retreat Days.

#### B. Punctuality

Reporting for work regularly and on time is essential because lateness and/or absenteeism interferes with the daily operation of East Harlem Scholars Academies and places an extra workload on fellow employees. Failure to report to work on time is grounds for disciplinary action up to and including termination. Additionally, employees are expected to report to all meetings, professional development sessions, and all-staff events on time, and should notify manager if they will be tardy.

#### C. Absenteeism

Unplanned absences require that the employee call the Principal's cell phone as well as text the Director of Operations between the hours of 5:45-6:30 a.m. It is the employee's responsibility to ensure that his/her supervisor and the Director of Operations have received the message. Absences of three or more consecutive days without contacting East Harlem Scholars Academies are deemed a voluntary resignation of employment, unless the employee can provide a legitimate reason for the failure to call in. Employees must provide notice of absence from work due to illness *each day* of their absence. When possible, such as in the event of foreseeable extended illnesses, planned medical procedures, or other personal situations, advance notice of the use of Paid Time Off leave should be given submitted via the Time Off Manager portal at least five days in advance. Excessive absence, lateness, or patterns of poor attendance are grounds for disciplinary action, up to and including termination.

#### D. Unauthorized Absence

An employee is deemed to be on unauthorized leave at such time and on such occasions as the employee may absent himself or herself from required duties. This would cover nonperformance, unauthorized use of Paid Time Off leave, unauthorized use of other leave benefits, nonattendance at required meetings and failure to perform supervisory functions at School-sponsored activities.

An employee who is absent for a period of at least three days without notifying their manager, the Principal, or the Director of Operations will be considered to have resigned with such resignation effective on the initial date of absence.

## **E. Verification of Absence**

East Harlem Scholars Academies requires a physician's note or other verification as to an employee's claimed reason for absence if an employee is absent for three or more consecutive days. In addition, this verification can be requested in any situation in which it is believed that no valid grounds exist for the staff member's claim for absence. For example, if East Harlem Scholars Academies has questions about the nature or length of an employee's absence due to illness or disability, a written certification from a physician or licensed health care professional may be required. Such verification must be provided to the Director of Operations within five working days of absence.

## **F. Overtime**

Exempt employees, as defined by law or other regulations and including all instructional employees, are not eligible to automatically earn compensatory time leave ("Comp Time Leave") for working more than the required minimum work day or minimum work week. Although all hours worked should be noted on an employee's time sheet, Exempt Employees will not be paid for such "overtime."

Non-exempt staff employee overtime consists of extra hours worked in a given work week with the prior written approval of a supervisor. Any employee working overtime without prior approval may be subject to disciplinary action, up to and including termination. Non-exempt employees will be compensated at 1 ½ times their regular rate of pay for work that is in excess of 40 earned hours in a workweek.

Overtime pay is based on actual hours worked. Hours worked do not include meal periods, Paid Time Off days, holidays or any leave of absence. Non-exempt employees may not work through their meal periods without written permission from their supervisor.

## **G. Compensation**

Pay periods are semi-monthly; the first pay period is from the 1st day of the month up to and including the 15<sup>th</sup> day of the month; the second pay period of the month is from the 16th up to and including the last day of the month. If a payday falls on a holiday, checks will be distributed on the closest previous business day. The Coordinator, Talent Operations or the Finance Team will notify employees of the specific pay dates. Employees' check stubs will indicate the accrued Paid Time Off to date, as well as legally mandatory deductions FICA, federal, state and city withholding taxes, any disability contributions, and Social Security tax. Part time hourly employees are paid on a half month delay (i.e., on the last day of the month for hours worked from the 1<sup>st</sup>-15<sup>th</sup>.)

Eligible employees have the option to have their pay directly deposited into their checking or savings account:

- Employees must complete the necessary paperwork in order to use Direct Deposit.
- On payday, employees using Direct Deposit will receive a pay stub/report instead of a paycheck.
- If an employee want someone else to pick up his/her paycheck or stub, the Organization must have a note on-file from that employee stating who is authorized to do so.

## **H. Final Pay**

The East Harlem Scholars Academies will pay employees through their last day of employment, unless they are on a leave of absence. Any unused PTO or Summer PTO days will be forfeited upon the employee's final day of Employees will receive their final pay according to the normal payroll processing cycle, or in accordance with applicable wage laws.

## **I. Paid Deductions and Garnishments**

The only deductions from an employee's paycheck are those required by law or authorized in writing by the employee. The check stub identifies each deduction and should be kept as a permanent record. Paid deductions may also be taken by East Harlem Scholars Academies in response to a garnishment notice received from a court or other legal authority. Employees will be notified of garnishments that must be deducted from their paychecks.

## **J. Time Recording**

In order to receive compensation for time worked at East Harlem Scholars Academies, all employees are required to log in and out each day using the finger scan time clock.

Employees' time records will be reviewed each pay period. Employees maintain primary responsibility for the accuracy of the records and must notify the Director of Operations via email if they were unable to clock in or out on a given day.

Altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, *up to and including* termination of employment. Such action may also result in charges of civil or even criminal theft or fraud.

## **School Calendar and Holiday Leave**

Each year the Board of Trustees, following consultation with the Organization's administration, will establish a School Calendar that complies with the New York State Education Law relating to compulsory attendance. East Harlem Scholars Academies has discretion with regard to the dates of attendance; the Organization will be closed on all legal holidays, as listed below, however the calendar days of observance are subject to change. The School Calendar should be consulted for these and other dates that the Organization is closed.

- New Year's Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Thanksgiving Day and the day after
- Christmas Day

## **Weather Days and Other Closings**

The Organization may be closed due to inclement weather or other situations. East

Harlem Scholars Academies will follow the direction of the Department of Education for all weather-related School delays and closings. Families, faculty and staff of East Harlem Scholars Academies will receive an automated phone call to alert them of the delay or closing. At the discretion of Principal, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

## IV. EMPLOYEE BENEFITS

### **Paid Time Off**

Unless otherwise provided for, or as approved by the Principal, Paid Time Off leave is to be used in accordance with the following provisions:

1. All staff members must ask the Director of Operations for permission in writing to use Paid Time Off leave, and the granting of such leave is conditional upon the approval of the Principal.
2. Teaching staff shall make every reasonable attempt to use Paid Time Off leave only when the use of such leave would not conflict with classroom instruction time.
3. Paid Time Off leave may be used in increments of one-half workday.

East Harlem Scholars Academies has designated the following days as restricted and will not be granted as pre-approved Paid Time Off leave:

- Pre-Build Days and Build Days
- The day before or after long weekends or vacations that are already scheduled according to the school calendar.
- Interim Assessment Days
- Report Card Days
- Field Trip Days
- School-Wide Event Days, including but not limited to Back to School Night, Field Day, Stepping Up Day, Winter and Spring Spectaculars, and Kindergarten Graduation.

#### **Full time Teaching Staff**

- May accrue up to 8 days
- Receive three PTO days upon hire
- Accrue an additional .63 days each month between September 15<sup>th</sup> and April 15<sup>th</sup>
- May use PTO between September 15<sup>th</sup> and the last day of the school year
- Receive a pro-rated number of PTO days if hired mid-year
- If hired before December 31<sup>st</sup>, receive two PTO days upon hire and a prorated number of days can be accrued throughout the remainder of the year
- If hired after December 31<sup>st</sup>, receive one PTO day upon hire and a prorated number of days can be accrued throughout the remainder of the year

Part time salaried employees may be eligible to accrue on a pro rated basis.

#### **12 Month Employees**

- May accrue up to 15 PTO days, as outlined below
- Receive five summer PTO days, after one year of continuous employment, to be used between July 1<sup>st</sup> and the first day of Pre-Build Days
- Receive three PTO days upon hire to be used throughout the academic year
- Accrue an additional one day per month between September 15<sup>th</sup> and March 15<sup>th</sup> for a total of 10 PTO days (in addition to the 5 Summer PTO Days for

- qualifying staff)
- With supervisor approval, 12-month employees may also choose to bank up to five days of their regular school year vacation (e.g. days worked during Winter Break, Mid-Winter Break, or Spring Break) solely for use during the following summer vacation.
- 12 month Employees may not use PTO days on designated planning days (TBD) or in the month of August.

All PTO time must be used prior to the last day of the employees current offer letter or it will be forfeited.

### **Bereavement Leave**

In the event of the death of an immediate family member, employees will be paid at their regular rate of pay for five consecutive working days. Should more time be required, it will be charged to PTO time (see section on Education/Personal leave).

### **Time Off To Vote**

East Harlem Scholars Academies encourages employees to fulfill their civic responsibilities by voting. If employees do not have sufficient time either before or after work to vote, East Harlem Scholars Academies will grant such employees time off to vote in accordance with state or local law. Employees should request time off to vote from their supervisors in writing at least 10 working days prior to the Election Day, and this time will not be docked from the employee's PTO bank. East Harlem Scholars Academies reserves the right to designate whether employees can take time off at the beginning or end of their shifts.

### **Military Leave**

If an employee will be serving in the U.S. Armed Forces or the National Guard, he/she is entitled to a military leave of absence. Upon receipt of notice, copies of the military orders should be submitted to the Director of Operations as soon as practicable. Employees will be granted leave for the period of their military service. This policy will be interpreted and applied in accordance with the federal Uniformed Services Employment and Reemployment Act, regulations thereunder, and all other applicable laws. Employees should contact their if they think that they qualify for military leave.

In addition, employees are entitled to an unpaid leave of up to ten (10) days if their spouse is a member of the armed forces who has been deployed during a period of military conflict to a combat theater or combat zone of operations (or a member of the National Guard or Military Reserves deployed during a period of military conflict), when the service member is on leave from active duty.

### **Continuation of Health Benefits**

During a military leave of less than 31 days, an employee is entitled to continued group health plan coverage under the same conditions as if the employee had continued to work. For military leaves of more than 30 days, an employee may elect to continue his/her health coverage for up to 24 months of uniformed service, but may be required to pay all or part of the premium for the continuation coverage.

## **Requests for Leave**

Leave for Active or Reserve Duty: Upon receipt of orders for active or reserve duty, an employee should notify his/her employer, as soon as possible (unless he/she is unable to do so because of military necessity or it is otherwise impossible or unreasonable).

Leave for Training and Other Related Obligations (e.g., fitness for service examinations): Employees will also be granted time off for military training (normally 14 days plus travel time) and other related obligations, such as for an examination to determine fitness to perform service. Employees should advise their supervisor of their training schedule and/or other related obligations as far in advance as possible.

## **Return from Military Leave**

*Notice Required:*

- An employee who served for less than 31 days or who reported for a fitness to serve examination, must provide notice of intent to return to work at the beginning of the first full regular scheduled work period that starts at least eight hours after the employee has returned from the location of service.
- An employee who served for more than 30 days, but less than 181 days, must submit an application for reemployment no later than 14 days after completing his/her period of service, or, if this deadline is impossible or unreasonable through no fault of the employee, then on the next calendar day when submission becomes possible.
- An employee who served for more than 180 days must submit an application for reemployment no later than 90 days after the completion of the uniformed service.
- An employee who has been hospitalized or is recovering from an injury or illness incurred or aggravated while serving must report to his or her supervisor (if the service was less than 31 days or if employee reported for a fitness to serve examination), or submit an application for reemployment (if the service was greater than 30 days), at the end of the necessary recovery period (but which may not exceed two years).

## **Required Documentation**

An employee whose military service was for more than 30 days must provide documentation upon his/her return (upon the request of the employer) (unless such documentation does not yet exist or is not readily available) showing the following: (i) the application for re-employment is timely (*i.e.* submitted within the required time period); (ii) the period of service has not exceeded five years; and (iii) the employee received an honorable or general discharge.

Some states may provide greater protection for employees serving in the military than USERRA. Where state or local law provides military leave, the Organization will provide leave in accordance with those laws. Similarly, employees whose spouses or family members are members of the armed forces, national guard or reserves may be eligible to take time off from work due to their spouse's service or return from service in accordance with applicable federal, state or local law. Accordingly, employees should consult with the Coordinator, Talent Operations to determine if they are eligible for



additional benefits. Employees should consult the FMLA policy for additional leave benefits.

### **Leave With or Without Pay**

The Principal, with the approval of the Chair of the Board of Trustees, has the authority to provide a leave with or without pay to any employee providing that it is in the best interest of East Harlem Scholars Academies.

### **Family and Medical Leave**

EHTP provides *eligible* employees unpaid family leave and medical leave in accordance with the federal Family and Medical Leave Act of 1993 for any of the following reasons:

#### **Family Leave**

- the birth of an employee's child and in order to care for such child.
- the adoption of an employee's child or the placement of a foster child in the employee's home.
- in order to care for an employee's spouse, child or parent who has a serious health condition.
- because of any qualifying exigency arising out of the fact that the spouse, or a son, daughter, or parent of an employee is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces ("Qualifying Exigency Leave").
- to care for a service member who is the spouse, son, daughter, parent, or next of kin of the employee 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 of illness; or who is a veteran who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of 5 years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy ("Military Caregiver Leave").

#### **Medical Leave**

- for his or her own personal serious health condition that makes the employee unable to perform the functions of his/her job.

#### **Definitions**

"Child" means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis who is under 18 years of age, or over 18 years of age and incapable of self-care because of a mental or physical disability. "Parent" means a biological parent or an individual who stands or stood in loco parentis to an employee when the employee was a child. It does not include in-laws.

Please note, although not required under the FMLA, East Harlem Scholars Academies provides all of the leave benefits available under the FMLA – subject to all FMLA eligibility factors – to employees who need to care for a domestic partner who has a serious health condition.

A "serious health condition" generally means an illness, injury, impairment or

mental condition that involves inpatient care in a hospital, hospice, or residential medical care facility or continuing treatment by a health care provider. For a more specific definition, consult the applicable FMLA regulations.

"Qualifying exigency" and "active duty" shall be defined in accordance with the applicable FMLA regulations.

### **Eligibility**

Employees are eligible for family and medical leave pursuant to the FMLA only if (a) they have been employed by East Harlem Scholars Academies for at least twelve months, (b) they have completed at least 1,250 hours of service in the twelve month period immediately prior to their request for the leave of absence, and (c) they are employed at a worksite where East Harlem Scholars Academies employs at least 50 employees within 75 miles of that worksite.

### **Entitlement**

Under the FMLA, employees are entitled to up to twelve (12) weeks of family and medical leave, in total (26 weeks for Military Caregiver Leave), in the 12-month period measured backward from the date they intend to use either family leave or medical leave. Because the total leave time is limited, employees should coordinate their family and medical leave time if they plan to take both types of leave in the same 12-month period. Any employee who is eligible for and takes any period of family and medical leave will have that leave designated as family and medical leave and counted against his or her total leave allotment.

An employee's entitlement to family leave for birth of a child, adoption or placement of a foster child expires at the end of the 12-month period beginning on the date of the birth, adoption or placement.

### **Payments and Benefits While on Leave**

For any type of family or medical leave, if an employee has any accrued but unused PTO Days when he/she begins the unpaid leave, he/she may substitute all of this paid time-off for all or part of his/her unpaid leave of absence. For a medical leave, if an employee has any accrued but unused Paid Time Off days he/she may substitute all of this paid time off for all or part of the unpaid leave of absence. However, the unpaid leave (both medical and family leave) and the paid time-off (salary continuation, Paid Time Off, and Summer PTO days) used during the leave of absence, in total, still may not exceed the maximum twelve weeks (26 weeks for Military Caregiver Leave) in the 12-month period.

During family or medical leave, the Organization's medical insurance will continue as if the employee were actively employed, unless he/she elects not to continue coverage. As such, during the medical or family leave, employees are required to pay their portion of the cost of such coverage. If the employee continues to receive pay while on leave, the cost of his/her coverage will automatically be deducted from his/her pay, as it is when working. If an employee stops receiving pay while on leave, he/she must send the payment to East Harlem Scholars Academies every month. Alternatively, an employee may pay the entire cost of his/her coverage at the beginning of the leave or when automatic deductions cease. Except in certain limited circumstances, East Harlem Scholars Academies may recover premiums it paid for maintaining group health plan coverage during any period of unpaid family or medical leave if the employee fails to return to work after the family or medical leave has expired.

During family or medical leave, the Organization's other group insurance benefits will continue as if the employee were actively employed. In addition, the employee will not accrue any paid time off while on a family or medical leave.

### **Notification**

Where foreseeable, employees are required to give at least thirty days written advance notice of the family or medical leave of absence to the Director of Operations. If it is impossible to provide thirty days advance notice, employees must provide notice as soon as is practicable. It generally should be practicable for an employee to provide notice of unforeseeable leave within the time prescribed by the usual and customary notice requirements applicable to such type of leave. The notice must explain the reasons for the leave in sufficient detail so as to allow East Harlem Scholars Academies to determine whether the leave actually qualifies as FMLA leave.

With regard to Qualifying Exigency Leave, in any case in which the necessity for such leave is foreseeable, whether because the spouse, or a son, daughter, or parent, of the employee is on active duty, or because of notification of an impending call or order to active duty in support of a contingency operation, the employee must provide such notice to East Harlem Scholars Academies as soon as is reasonable and practicable.

### **Certification: Family Leave**

At the time employees request leave to take care of an ill family member (including Military Caregiver Leave), they will be asked to provide a certification from their family member's health care provider of the serious health condition of that family member. If employees do not supply East Harlem Scholars Academies with the certification at the time they make the request for the leave, or within 15 days of the request, their leave request will be denied until they provide the proper certification. Employees may also be asked, during their family leave of absence, to have the treating health care provider provide re-certification of the continued necessity of their leave.

For purposes of confirmation of family relationship or confirmation of the adoption of a child or placement of a foster child, East Harlem Scholars Academies may require employees to provide reasonable documentation or statement of family relationship. Employees taking Qualifying Exigency Leave must provide the appropriate form to East Harlem Scholars Academies.

### **Certification: Medical Leave**

At the time employees request medical leave, they will be asked to provide a certification from their health care provider of the necessity of their medical leave. If they do not supply East Harlem Scholars Academies with the certification at the time they make the request for the leave, or within 15 days of the request, their leave will be denied until they provide the proper certification. East Harlem Scholars Academies may also require an examination by a health care provider of its choosing to confirm the necessity for the leave, as well as its duration. Employees may also be asked, during their medical leave of absence, to have their health care provider provide re-certification of the continued necessity of their medical leave.

### **Intermittent or Reduced Schedule Leave**

A medical leave or a family leave may be available on an intermittent or reduced schedule basis if an employee or family member is receiving treatment

for a serious health condition and it is medically necessary for the employee to take the time off on this basis. East Harlem Scholars Academies will require certification from the health care provider for the need for the employee to take time off on this basis, including that such leave is medically necessary, the expected duration and schedule of such leave, and (if applicable) that the leave is necessary to care for the ill family member or will assist in the family member's recovery. If the employee does not supply East Harlem Scholars Academies with the certification at the time he/she makes the request for the leave, or within 15 days of the request, the leave will be denied until the employee provide the proper certification. If the leave is foreseeable based on medical treatments, the employee is required, if reasonably possible, to schedule the treatments so as not to disrupt unduly the operations of his/her department. East Harlem Scholars Academies may, at its option, temporarily transfer an employee to an available alternative position with equivalent pay and benefits if he/she requests intermittent leave or a reduced work schedule and the need for leave is foreseeable based on planned medical treatment, provided the employee is qualified for that alternate position and it better accommodates recurring periods of leave than the employee's regular position. Intermittent leave is not available under the FMLA for leave taken for the birth or adoption of a child, or placement of a foster child.

### **Reinstatement Rights**

Upon return from family or medical leave pursuant to the FMLA, employees are generally entitled to the same position they held when the leave commenced, or to an equivalent position with equivalent benefits, pay and other terms and conditions of employment. Employees should note that they have no greater right to reinstatement or to other benefits and conditions of employment than if they had not taken the leave (i.e., if due to economic conditions the employee would have lost his/her job regardless of whether or not he/she went on leave, the employee will not be entitled to reinstatement.). East Harlem Scholars Academies also reserves the right to deny reinstatement to "key" employees, as permitted under applicable law. Employees will be notified at the time of their leave if they are key employees.

After an approved medical leave, the employee will be asked to provide certification of his/her ability to return to work from his/her health care provider. East Harlem Scholars Academies will not allow the employee to return to work if he/she fails to submit a fitness for duty report.

If the employee is not well enough to work after exhausting the entire allowable medical leave, he/she may be eligible to take an unpaid medical leave of absence. In such a case, the leave will become a medical leave of absence not covered by the Family and Medical Leave Act and the employee will not be entitled to any rights and benefits under this policy.

If the employee fails to return to work after an approved family or medical leave and is not authorized to take any additional leave time, then his/her position at East Harlem Scholars Academies will be considered abandoned. This will be treated as a voluntary termination of employment by the employee.

### **Legal Compliance**

This policy will be interpreted and applied in accordance with the Federal Family and Medical Leave Act, regulations there under, and all other applicable laws,

and to the extent that this policy may conflict with those laws they are controlling over this policy. Further, East Harlem Scholars Academies retains all rights and defenses under applicable law, whether or not specifically set forth in this policy.

### **Paid Parental Leave**

Regular, full-time employees who have been employed with East Harlem Scholars Academies who are Primary Caregivers (as defined below) may take leave beginning the day after the birth their child or adoption by them of a child on the following schedule:

<b>Years of continuous employment completed</b>	<b>Weeks of Paid Parental Leave for Primary Caregivers who are Regular Full Time Employees</b>
Less than 1 year employment	1
1 - 2 years employment	4
3 - 4 years employment	6
5 + years employment	8

Any such leave shall begin after the conclusion of any applicable disability leave. Leave under this policy will run concurrently with FMLA leave, if eligible for FMLA leave. During such leave, benefits will continue on the same basis as active employees, but employees will not accrue paid time off while on a parental leave.

“Primary Caregiver” is generally defined as an individual who has exclusive care responsibility for the child for a significant fraction of the day during the regular work week, but the definition will vary across family situations, as determined by EHTP.

Regular, full time employees who have been employed with EHTP for at least 1 year but who are not a Primary Caregiver may take paid leave upon the birth of their child or adoption by them of a child according to the following schedule:

<b>Years of continuous employment completed</b>	<b>Weeks of Paid Parental Leave for non- Primary Caregivers who are Regular Full Time Employees</b>
1 - 3 years employment	1
4+ years employment	2

Paid parental leave must be used within 3 months following the birth or adoption. Paid parental leave is provided to employees who are expected to return to work. East Harlem Scholars Academies may request reasonable assurance of return from paid parental leave and may deny such leave when such assurances are not provided.

Family Leave only applies to days when school is in session. Accordingly, Family Leave

will not be granted during the summer break.

### **Jury Duty and Witness Subpoenas**

In the event that an employee receive notice to report to jury duty, he/she must notify his/her supervisor immediately so arrangements can be made for coverage. If this time would create serious operational difficulties, East Harlem Scholars Academies, the agency will provide the employee with a letter of explanation to present for request of a postponement. Part-time employees with benefits will be compensated for regular part-time hours for up to ten days. Full time employees will be compensated by East Harlem Scholars Academies at their regular rate for the first ten (10) days of jury service, and the jury duty paycheck should be signed over to the Organization. Time spent on jury duty will be counted as regular work time for all purposes with the exception of overtime. The employee must return to work for any reasonable time the court is closed during normal work hours. No adverse employment action will be taken against East Harlem Scholars Academies employees or applicants due to their service as a juror in state or Federal courts.

### **Blood Donation**

All employees who work, on average, more than twenty (20) hours per week may take up to three (3) hours of unpaid leave during any twelve (12) month period to donate blood. Employees wishing to take such leave should give advance notice to their supervisors of their intention to take blood donation leave at least three (3) working days before the intended leave. The Organization will allow such leave on shorter notice if an employee experiences an emergency requiring that he or she donate blood for his or her own surgery, or that of a family member. Employees who take leave under this policy must provide the Organization with written documentation of their blood donation or good-faith effort to donate blood. The Organization will not retaliate against any employee for requesting or obtaining a leave of absence in accordance with this policy.

## **Bone Marrow Donation**

The Organization will grant leaves of absence to any New York-based employee who works, on average, more than twenty (20) hours per week to undergo a medical procedure to donate bone marrow. The combined length of such leaves shall be determined by the employee's physician, but may not exceed twenty-four work hours, unless agreed to by the school. The school will require verification by a physician for the purpose and length of each leave requested by the employee to donate bone marrow. The Organization will not retaliate against any employee for requesting or obtaining a leave of absence in accordance with this policy.

## **Lactation Policy**

Lactating employees will be provided reasonable break time each day to express breast milk for their nursing child. The Organization will also provide lactating employees with the use of a room or other location, other than a toilet stall, in close proximity to the employee's work area, for the employee to express milk in private. The Organization prohibits discrimination against any employee for exercising their rights under this policy.

Employees who have questions regarding this policy should contact the Director of Operations.

## **Leave for Victims of Domestic or Sexual Violence**

East Harlem Scholars Academies is committed to minimizing the occurrence and effects of domestic violence or abuse affecting the workplace. East Harlem Scholars Academies will not discriminate against employees because they or their families are victims of, or experiencing, such violence. The Organization will endeavor to provide support and assistance to any such employees who request it.

East Harlem Scholars Academies will provide employees who, themselves or whose family members, are victims of domestic violence, sexual violence or stalking with unpaid leave for purposes, such as: (i) attending the judicial or police proceedings related to a crime; (ii) receiving medical treatment for injuries sustained due to the violence or sexual assault; (iii) obtaining services from a domestic violence shelter, program or rape crisis center as a result of the domestic violence, sexual assault or stalking; (iv) obtaining psychological counseling related to an experience of domestic violence, sexual assault or stalking; or (v) participating in safety planning or to take part in other actions to increase safety from future domestic violence or sexual assault, including temporary or permanent relocation. Employees may also elect to use accrued Paid Time Off for such leave.

East Harlem Scholars Academies will respect the confidentiality of the employee to the extent permitted by law. Employees seeking assistance should speak to their supervisor or the Principal.



## V. BENEFITS: INSURANCE/HEALTH

### Overview of Benefits Provided

Eligible employees at East Harlem Scholars Academies are provided a range of benefits. A number of the programs (such as Social Security, workers' compensation, state disability, and unemployment insurance) cover all employees in the manner prescribed by law.

This Handbook contains a number of brief summaries of the benefit programs the Organization provides for eligible employees. Detailed information concerning the terms, conditions, and limitations of these programs can be found in official plan documents, which are controlling. Consequently, if there is any actual or apparent conflict between the brief summaries contained in this Handbook or the information in the official plan documents, the provisions of the official plan documents, as interpreted in the sole discretion of the plan administrator, will control.

Benefits eligibility is dependent upon a variety of factors, including employee classification. Employees should contact the Coordinator, Talent Operations for help identifying for which programs they are eligible.

The benefits programs described in this Handbook do not establish terms or conditions of employment. As with all policies, procedures, and benefits, East Harlem Scholars Academies reserves the rights to modify, reduce, or eliminate certain benefits without advance notice as business needs require. Therefore, before relying on an item in this Handbook, employees should check with the Coordinator, Talent Operations as to whether the item is still current.

The Organization provides medical insurance, dental insurance, life insurance/long-term disability insurance, and a vision care plan. Employees should consult the materials distributed by the Organization for questions concerning these plans, or direct their questions to the Coordinator, Talent Operations.

### Statutory Benefits

#### Worker's Compensation

This insurance is provided by East Harlem Scholars Academies at no cost to the employee and insures the employee if he/she is injured, disabled or contracts an occupational disease while on the job. All injuries suffered on the job, no matter how minor, must be immediately reported to the employee's supervisor. If an employee should suffer a serious work-related injury, the employee should request completion of worker's compensation insurance forms from Coordinator, Talent, Operations. Failure to report a workplace injury or illness may jeopardize the employee's workers compensation claim

#### Disability Benefits

This coverage compensates an employee for loss of income resulting from an off-the-job injury or illness in an amount equal to approximately half the employee's weekly wage up to the statutory maximum.



**Insurance/Medical Benefits**

Medical, Dental, Vision, group Life and Accidental Death reimbursement Insurance are available for all full time employees. East Harlem Scholars Academies pays 85% of the base plan premium for individual (employee only) coverage. Additional coverage for family members is available with East Harlem Scholars Academies paying 65% of family/dependent plans. A dependent is defined as a spouse, domestic partner, or son, daughter, step-child, adopted child, or eligible foster child under the age of 26.

Employees must complete the appropriate benefit forms to enroll at the time of hire. Enrollment forms are available in the "New Employee" packet provided to employees upon entrance into employment with East Harlem Scholars Academies. These forms should be completed and submitted to the Coordinator, Talent Operations during the first week of employment. Failure to do this will result in a delay of benefits. Should an employee's information change during his/her employment, the employee should contact the Director of Operations and Coordinator, Talent Operations so that the update can be implemented in a timely manner.

Benefits are governed by the terms of the plan documents and are explained in detail in the literature provided to all employees when enrollment is confirmed by the carrier.

**Short Term Disability Insurance**

In accordance with state and local law, all employees who have worked more than 4 weeks are eligible for New York State short-term disability insurance after the 7<sup>th</sup> consecutive day of absence due to a disability. Short-term disability insurance allows payment in the event of certain injuries, illnesses, or other disabilities occurring outside of the workplace that result in the employee's inability to perform the regular duties of his or her employment, including disability caused by pregnancy. Under New York State law, employees on disability leave will receive 50% of their salary up to a maximum of \$170 per week, for a maximum of 26 weeks, regardless of years of employment. Any wage payments received through state disability insurance benefit during the time the employee is also receiving medical or maternity leave of absence payments from East Harlem Scholars Academies will be deducted from the medical or maternity leave pay provided by the Organization. Any employee wishing to claim disability pay must file appropriate reports and forms with the Director of Operations. Employees are also responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

**Social Security**

These benefits are provided to all East Harlem Scholars Academies employees and are paid for jointly by East Harlem Scholars Academies and the employee. The employee's share is deducted from his/her pay check as required by law. For information concerning the many benefits available under the Social Security Act, employees contact the local Social Security Office.

**Unemployment Insurance**

This insurance provides income to persons who are seeking employment while they are out of work due to circumstances beyond their control. East Harlem Scholars Academies pays the entire cost of this benefit. Employees must file a

claim at the local New York State Department of Labor Unemployment Office.

**Declination of Insurance Benefits**

Any employee who wishes to not accept any of the insurance benefits offered by the Organization is required to submit such a request in writing, along with proof of alternate insurance coverage, to the Coordinator, Benefits & Administration. Employees will be eligible for a buy-out plan, upon submission of appropriate proof of coverage.

## VI. PROBLEM SOLVING PROCEDURES

### **Problem/Conflict Resolutions**

In the event of a problem or dispute with other personnel, students, or parents, an employee may submit a complaint following a process such as the one described below.

Careful documentation is key to a successful process. All documentation is to be included in the personnel file. When resolving issues:

1. The employee will make a good faith effort to work with the adversarial party/parties involved in the dispute to resolve the conflict. This effort will consist of problem identification, possible solutions, selection of resolution, process for implementation of resolution, and scheduling a follow-up. In the event that the complaint involves the immediate supervisor, the employee will work with that individual's supervisor.
2. If the issue is not resolved after a good faith attempt as outlined above, the employee may submit the grievance in writing to the Principal.
3. If the issue involves the Principal, the employee should contact the Principal's supervisor.

Any Problem/Conflict Resolution Policy adopted by the Board will supersede the Policy described in this section.

## VII. EMPLOYEES' SHARE OF THE JOB – ROLES AND RESPONSIBILITIES

### Confidentiality

Employees of East Harlem Scholars Academies shall not, in any way, release any information about this School, its activities, its students or the activities of its personnel except as normally required by their duties, expressly permitted by the Principal or Director of Operations, and in conformity with the requirements of applicable Freedom of Information Laws, the Family Educational Rights and Privacy Act, the Health Insurance Portability and Accountability Act (for more information, please see <http://www.omh.state.ny.us/omhweb/hipaa/index.htm>), and any other applicable federal, state, or local law or regulation on School policy or regulation.

No employee shall publish, disclose, use, or authorize anyone else to publish, disclose, use, or in any way cause to be published, disclosed, or used any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this School, unless otherwise provided by the Principal or Director of Operations. Any document or other material containing such information is required to be returned to the Principal or Director of Operations upon an employee's termination or resignation.

This policy reiterates our need for confidentiality in all aspects of employment. While employed at East Harlem Scholars Academies, employees may learn or work with and be entrusted with confidential and/or privileged information about fellow employees, administrators, school parents, students or applicants. Employees must exercise the highest degree of care not to disclose any such information, even inadvertently, to any unauthorized person in or outside of East Harlem Scholars Academies. Employees may not disclose any confidential or privileged information except to persons specifically designated in advance and in writing by the Principal or Director of Operations.

Confidential information includes, but is not limited to, the following examples:

- Student records
- Financial information
- Personnel records
- Payroll records
- Computer programs, codes, processes and passwords
- Personnel information regarding School parents and students

If an employee believes confidential information must be disclosed to a third party, he or she should consult with the Principal or Director of Operations prior to the disclosure. Failure to follow this policy will result in disciplinary action, *up to and including* termination of employment.

An employee's obligations under this policy continue after his or her termination of employment. Upon termination of employment, all confidential information in the employee's possession must be returned to East Harlem Scholars Academies. Nothing herein shall be deemed to limit an employee's right under the law including, without limitation, an employee's right to discuss the terms and conditions of his or her employment with colleagues or management or to provide information to any government agency in accordance with law.

## **Ban on Acceptance of Gifts**

In accordance with the Conflict of Interest Provision contained in this Handbook, no employee of the Organization is permitted to accept gifts of any kind of a value exceeding fifty dollars (\$50.00) – including but not limited to money, goods, food, entertainment, or services – directly or indirectly from:

- Individuals, parents, schools, partner Organizations, or companies serving as vendors or potential vendors for this School;
- Elected officials or their representatives;
- Candidates for public office or their representatives; or
- Political party officials or their representatives.

The Director of Operations may make exceptions, including in instances where such gifts are intended for and will be used by the school. Offers of such gifts in excess of \$50.00, even when refused, must be communicated immediately by the employee receiving such an offer to the Director of Operations.

## **Confidentiality and Non-Disclosure agreement**

East Harlem Scholars Academy may make available to employees certain information regarding the agency, including but not limited to:

- Potential funding sources and names, addresses, telephone numbers, etc.
- Mailing labels
- Pending projects or proposals
- Strategic plans and projections
- Financial information
- East Harlem Scholars Academy family information reports, including addresses and telephone numbers
- In consideration of employment and receipt of the following information, employees agree that they:
  - Will regard and preserve the information as highly confidential and privileged
  - Will not disclose, nor permit to be disclosed, any of the information to any person or entity, absent written consent and approval from East Harlem Scholars Academy administration
  - Will not photocopy or duplicate, and will not permit any person to photocopy or duplicate, any of the information without East Harlem Scholars Academy's written consent and approval
  - Will not make use of information for their own benefit or the benefit of any person or entity other than East Harlem Scholars Academy
  - Will return all information to East Harlem Scholars Academy immediately upon request for it

Nothing in this policy alters the at-will nature of the employment relationship

## **Personal Appearance/Dress Code**

The professionally groomed and attired employee helps to maintain the favorable image of East Harlem Scholars Academies and models professionalism for students. Employees are expected to wear slacks, capris, a dress, or a skirt only. Skirts should hang no more than 2 inches above the knee. Employees may wear sandals that are not thongs or flip-flops. Employees should never wear hats/caps, t-shirts or denim to work, or shirt straps less than an inch in width, unless given explicit permission by their manager. Employees should be mindful and avoid wearing clothing that reveals their cleavage, midriff or backside.

Heavily scented colognes, perfumes or aftershave lotions may be offensive to others or cause allergic reactions and are not acceptable at East Harlem Scholars Academies.

## **Solicitation**

In the interest of maintaining a proper business environment and preventing interference with work and inconvenience to others, except in the performance of their jobs, employees may not distribute literature or printed materials of any kind, sell merchandise, solicit financial contributions, or solicit for any other cause during working time. Employees who are not on working time (e.g. those on lunch breaks) may not solicit employees who are on working time for any cause or distribute literature of any kind to them. This policy also prohibits solicitations via the Organization's e-mail and other communication systems. Furthermore, employees may not distribute literature or printed material of any kind in working areas at any time.

Non-employees are likewise prohibited from distributing material or soliciting employees on the school's premises at any time.

## **Employee Suggestions**

There is always room for improvement. East Harlem Scholars Academies understands from experience that one of the best ways to improve service is to listen to our employees. If an employee has a suggestion for improvement of the East Harlem Scholar's Academy Organization, he/she can submit them in writing to the attention of his/her manager or the Talent Team.

## **Code of Ethics and Standards of Conduct**

As an integral member of East Harlem Scholars Academies, employees are expected to accept certain responsibilities, adhere to acceptable business practices, and exhibit a high degree of personal integrity at all times. This involves respecting the rights and feelings of others and refraining from any behavior that might be harmful to the employee's self, his/her co-workers, and/or East Harlem Scholars Academies.

Employees are encouraged to observe the highest standards of professionalism at all times. These guidelines are fundamental in nature and are matters of judgment and common sense. Since it is impossible to list guidelines to cover every situation, the absence of an illustration from this list will not prohibit East Harlem Scholars Academies from taking disciplinary action, up to and including immediate dismissal when the Organization believes, in its sole discretion, such action is warranted. These guidelines do not in any way alter the employee's at-will relationship with the Organization. This means East Harlem Scholars Academies may terminate an

employee's employment at any time with or without cause or notice. The Organization expects all employees to follow rules of conduct that will protect the interests and safety of all employees and East Harlem Scholars Academies. Types of behavior and conduct the Organization considers inappropriate include, but are not limited to:

The following are examples of unacceptable conduct that may result in disciplinary action, *up to and including* termination of employment:

- Use, sale and distribution of alcohol or illegal drugs on East Harlem Scholars Academies premises
- Causing damage to East Harlem Scholars Academies property
- Reckless endangerment and/or physical or psychological harm to a student, parent, staff member or anyone else on East Harlem Scholars Academies premises
- Actions that compromise the integrity of East Harlem Scholars Academies program and services
- Falsification of employment records or other East Harlem Scholars Academies records, including time cards
- Unauthorized absence from the classroom during work hours
- Sleeping during scheduled work hours
- Failure or refusal to accept or follow the directive of a supervisor
- Possession of a weapon while on East Harlem Scholars Academies premises
- Gambling or in possession of gambling devices while on East Harlem Scholars Academies premises
- Creating or contributing to unsafe conditions by act or omission
- Smoking in unauthorized places and at inappropriate times during working hours
- Physical or verbal abuse of co-workers, parents, or visitors or East Harlem Scholars Academies
- Threat of violence or harm in the workplace, inclusive of boisterous or disruptive behavior
- Unauthorized use or removal of East Harlem Scholars Academies property
- Possession or reproduction of East Harlem Scholars Academies confidential records for disclosure to unauthorized persons
- Negligent or deliberate destruction or misuse of property belonging to East Harlem Scholars Academies
- Solicitation of tips or gratuities
- Inducing another employee to commit any breach of the above noted regulations
- Unauthorized use of the internet for non-East Harlem Scholars Academies related business while on School time
- Any substantive violation of East Harlem Scholars Academies policy
- Excessive absenteeism or any absence without notice
- Unauthorized use of telephones, mail system, or other employer-owned equipment
- Unauthorized disclosure or confidential information
- Violation of personnel policies
- Unsatisfactory performance or conduct

This list is intended to be representative of the types of activities that may result in disciplinary action. It is not exhaustive, and is not intended to be comprehensive and

does not change the employment-at-will relationship between the employee and the Organization. Some of the unacceptable forms of behavior are separately discussed in more detail elsewhere in this handbook. Other misconduct will be evaluated based on the specific facts and circumstances. Therefore, East Harlem Scholars Academies employees are expected to conduct their personal lives to avoid unfavorable reflection upon East Harlem Scholars Academies.

### **Non-Business Social Visits**

From time to time, employees may wish to receive visits from a relative or friend. If an employee wishes to host a visitor, he/she should ensure the visit is as brief as possible and that it does not disrupt the school's regular activities or professional atmosphere during school hours. Employees who wish to host a visitor must gain the Principal's approval via email at least 24 hours in advance. The frequency of visits per year should be kept within reason. Once the visit is approved, please email the Director of Operations and Operations Associate with the name and relationship of the visitor, and what time that person will arrive.

### **Smoking**

The New York State Education Law, Section 409, prohibits tobacco use on School grounds. "School grounds" means any building, structure and surrounding outdoor grounds contained within a public or private pre-School, nursery School, elementary or secondary School. In the interest of safety and health, East Harlem Scholars Academies endorses and incorporates this prohibition.

Smoking in front or next to East Harlem Scholars Academies facilities will not be permitted. Employees who smoke should not be seen smoking by any East Harlem Scholars Academies family or staff member. Should a dispute arise amongst employees concerning smoking, it shall be brought to the immediate attention of the Principal. East Harlem Scholars Academies shall make every effort to accommodate the interest of the non-smoker to the extent reasonably practicable. All employees and applicants for employment are free to exercise their rights under this policy without fear or threat of retaliation or reprisal.

Employees are protected from retaliatory action or from being subjected to any adverse personal action for exercising or attempting to exercise their rights under the smoking policy. Any employee who believes he/she has been subjected to retaliatory action in violation of this policy should report such action immediately to the Principal or Director of Operations. East Harlem Scholars Academies will promptly investigate any claims of retaliatory action. Violations of this policy may result in appropriate corrective disciplinary action, up to and including termination.

### **Occupational Safety and Health Act (OSHA)**

Consistent with federal Occupational Safety and Health Act (OSHA) (see <http://www.osha.gov/comp-links.html>) requirements and to protect the well-being of employees, East Harlem Scholars Academy recognizes a need to limit the potential harmful effects of occupational exposure to blood and other potentially infectious bodily fluids where exposure to these materials (primarily hepatitis B and human immunodeficiency virus (HIV/AIDS)) could result in infection, illness or death of employees. The Health Safety policy covers all East Harlem Scholars Academy employees but particularly those who may reasonably anticipate coming into contact



with these materials as a result of their job duties. If an employee's job duties may put him or her into this category, East Harlem Scholars Academy will provide that employee with appropriate information.

### **Internal Investigations and Searches**

From time to time, East Harlem Scholars Academies may conduct internal investigations pertaining to security, auditing or work-related matters. Employees are required to cooperate fully with and assist in these investigations if requested to do so.

Whenever necessary, in the Organization's discretion, work areas (*i.e.*, desks, file cabinets, etc.) and personal belongings (*i.e.*, brief cases, handbags, etc.) may be subject to a search without notice. Employees are required to cooperate.

East Harlem Scholars Academies will generally try to obtain an employee's consent before conducting a search of work areas or personal belongings, but may not always be able to do so.

## VIII. FACILITIES AND EQUIPMENT

This policy establishes rules governing employee use of the Organization's computer network, and options for electronic mail ("e-mail") and telephone message handling ("voicemail") services and Internet access. East Harlem Scholars Academies has developed these rules to ensure that everyone understands how these options function and the limits, which properly apply.

All East Harlem Scholars Academies equipment, including desks, computers and computer systems, computer software, data storage devices, e-mail, and other physical and electronic items are for business use only, provided that the employee may receive necessary and appropriate personal messages on his or her office voicemail and/or through office e-mail. All communications and information transmitted by, received from, or stored in these systems are School records and property of East Harlem Scholars Academies. The employee has no right of personal privacy in any matter stored in, created, received, or sent over the Organization's computer, email, internet, or voicemail system.

East Harlem Scholars Academies email addresses are intended for business use only and thus should not be used for personal or social reasons. Additionally, employees should refrain from conducting social, non-business related interactions via email, even amongst themselves.

Employees must realize that any message sent from an East Harlem Scholars Academies email address will be seen as representing the views of East Harlem Scholars Academies, regardless of the employees intentions or disclaimers. Therefore, employees should not say or do anything in an email that they wouldn't say or do in front of a student, parent or donor, and in all cases, must not reveal any confidential information about East Harlem Scholars Academies or its students.

East Harlem Scholars Academies at all times retains the right, without notice, to search all directories, indices, data storage devices, files, databases, e-mail messages, voicemail messages, text messages, Internet access logs and any other electronic transmissions contained in or used in conjunction with the Organization's computer, e-mail, voicemail and Internet access systems and equipment.

Deleted or erased computer, e-mail, text messages, and voicemail messages may remain stored in the East Harlem Scholars Academies computer server or telephone system. By placing information on the Organization's computer system, employees give the Organization the right to edit, delete, copy, republish and distribute such information.

The East Harlem Scholars Academies Discrimination and Harassment Prevention Policy and the Organization's policy with respect to confidential information apply to all forms of communication including written, e-mail, text messaging and voicemail.

All East Harlem Scholars Academies systems require users to identify themselves with a user ID and password to obtain network access. Unauthorized use of systems without making this identification or bypassing this process is a violation of East Harlem Scholars Academies policy. Employees should make every effort to safeguard their passwords.

Penalties for abuse of East Harlem Scholars Academies computer equipment or on-line connection, or other violation of this policy, will result in disciplinary action up to and including immediate termination.

Employees are strictly prohibited from sharing network access with other users. If East Harlem Scholars Academies provides access to an Internet service such as web-browsing, such access is only for business use. This restriction includes any Internet service which is accessed on or from East Harlem Scholars Academies premises using East Harlem Scholars Academies computer equipment or via East Harlem Scholars Academies-paid access methods and/or used in a manner that identifies the employee with East Harlem Scholars Academies. Very limited or incidental use of Internet services for personal, non-business purposes is acceptable. However, personal use must be infrequent and must not:

- Involve any prohibited activity (see Prohibited Activities);
- Interfere with the employee's productivity or the productivity of his/her co-workers;
- Consume system resources or storage capacity on an ongoing basis; or
- Involve large file transfers or otherwise deplete system resources available for business purposes.

Note: Employees must take the necessary anti-virus precautions before downloading or copying any file. If an employee become aware of any potential virus, he/she should notify the Director of Operations immediately.

The following guidelines have been established to help ensure responsible and productive Internet usage and employees are strictly prohibited from using East Harlem Scholars Academies-provided computer, e-mail, voice-mail and Internet access services in a manner contrary to the following ("Prohibited Activities"):

- All Internet data composed, transmitted, or received is subject to disclosure to law enforcement or third parties. Therefore all information must be accurate, appropriate, ethical and lawful.
- Data composed, transmitted, accessed, or received must not contain content that could be considered discriminatory, offensive, pornographic, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including AIDS), pregnancy, marital status, gender identity and expression, military or veteran status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by law. Sending uninvited e-mail of a personal nature is also prohibited.
- The unauthorized use, installation, copying, receipt or distribution of copyrighted, trademarked, or patented material is prohibited.
- The deliberate alteration of system files or accessing any restricted files of East Harlem Scholars Academies is prohibited as is the use of the Organization's computer resources to create or propagate computer viruses, cause damage to East Harlem Scholars Academies computer files or to disrupt computer services.

East Harlem Scholars Academies purchases and licenses the use of various computer

software for business purposes only and does not own the copyright to this software or its related documentation and therefore East Harlem Scholars Academies does not have the right to reproduce such software for use except as expressly provided in the license or purchase agreement. East Harlem Scholars Academies expressly prohibits the illegal duplication of software and its related documentation.

Use of computer equipment or on-line access provided by the Organization is subject to the following general conditions:

- Employees have no expectation of privacy in any information that they enter, store, or communicate on the Organization's computer equipment. The Organization has the right to monitor all information on, or on-line communications sent or received from, School computers to ensure that appropriate business and lawful purposes are being pursued. All information stored on School computers belongs to the Organization.
- The Organization specifically prohibits using equipment or on-line access which it provides for any illegal purpose and will cooperate with law enforcement authorities to prosecute offenders. The following are examples of such illegal acts:
  - Gaining unauthorized access to or intentionally damaging computer systems or networks or the information contained within them
  - Committing theft, fraud or other criminal acts of any kind.
  - Distributing or obtaining illegally copied software, graphics, sounds, text or other materials
  - Sending or posting harassing or threatening messages or pornographic or patently indecent content.
- No direct third party physical or electronic access to School facilities, information or computers of any type or for any reason may be established without the express permission of the Director of Operations.
- To protect the Organization from infringement actions, employees may not download or save any material from any on-line source, however retrieved, unless (a) they have taken measures to verify source reliability, and (b) the material legally is permitted to be downloaded without violation of copyright or trademark.
- Downloading from an outside source increases the risks to our computers of viruses and other damaging agents. Employees should not retrieve material from outside sources, particularly from sources not known to them, unless they have a good business reason to do so.
- Employees' School email address is intended for business use only and thus should not be used for personal or social reasons. Additionally, employees should refrain from conducting "social conversations" via email, even amongst themselves.
- Employees must realize that any message sent from an East Harlem Scholars Academies email address will be seen as representing the views of the Organization, regardless of their intentions or disclaimers. Therefore, employees should not say or do anything in an email that they wouldn't say or do in front of a student, parent or donor, and in all cases, must not reveal any confidential information about the Organization or its students.

## **Social Networking**

- Personal blogs (including those on Facebook, MySpace, Twitter, etc.) should have clear disclaimers that the views expressed by the author in the blog is the

author's alone and does not represent the views of East Harlem Scholars Academies. Employees must make it clear that they are speaking for themselves and NOT on behalf of East Harlem Scholars Academies.

- Information on employees' blog(s) should comply with the Organization's confidentiality and disclosure policy. This also applies to comments posted on other blogs, forums, and social networking sites.
- Be respectful to the Organization, other employees, East Harlem Scholars Academies families, partners, and competitors.
- Employees' online presence reflects the Organization. Employees should be aware that their actions captured via images, posts, or comments can reflect that of the agency.
- Do not reference or site East Harlem Scholars Academies families, partners, or students without their express consent (or consent of their parents if under 18). In all cases, do not publish any information about an East Harlem Scholars Academies student.
- East Harlem Scholars Academies Logos and trademarks may NOT be used without written consent.
- Social media activities should not interfere with work commitments.

Employees who violate the above policies will be subject to discipline, *up to and including* termination of employment. Employees who use East Harlem Scholars Academies computer system for defamatory, illegal or fraudulent purposes may also be subject to civil liability and criminal prosecution

### **Cell Phone Policy**

East Harlem Scholars Academies provides school-issued cell phones to selected employees as appropriate to their duties and responsibilities to increase productivity and/or to facilitate communications with our students' families and/or external partners. Employees who receive a cell-phone from East Harlem Scholars Academies will be asked to read this policy carefully and sign off to verify their understanding and conformity with this policy.

- A cell phone that is provided by East Harlem Scholars Academies is and remains the sole property of East Harlem Scholars Academies. If the cell phone is lost/damaged/stolen the employee must pay for a replacement phone. If damage is incurred to an employee's school-issue cell phone, the employee will be responsible for the full cost of repair or replacement.
- If the employee is no longer with the Organization, for any reason, the cell phone must be returned to East Harlem Scholars Academies with all accessories that were provided (i.e. charger, case etc.). The phone number associated with the cell phone provided will also remain property of East Harlem Scholars Academies unless otherwise approved by East Harlem Scholars Academies administration.

In the event that the school-issued cell phone becomes eligible for an upgrade, East Harlem Scholars Academies will decide if an upgrade is necessary to maintain the functionality and effectiveness of the cell phone. If it is deemed necessary to upgrade the phone, East Harlem Scholars Academies will pay for the upgrade, and the new cell phone will be subjected to this agreement. The old cell phone should be returned to the Director of Operations.

If East Harlem Scholars Academies does not deem it necessary to upgrade the cell phone but the employee would like to upgrade the cell phone at his/her own expense it must be approved by the Director of Operations. If an employee purchases an upgrade to an existing phone the upgraded cell phone will be property of the employee however, the following restrictions will apply:

- Employees must return the original device received from East Harlem Scholars Academies to the Director of Operations
- Any and all repairs must be made at the expense of the employee. East Harlem Scholars Academies will not be responsible for covering such repairs.
- East Harlem Scholars Academies reserves all rights and full access to data stored on the cell phone with the understanding that this data can be retrieved/viewed by the Principal at any time with or without notification to the employee.
- East Harlem Scholars Academies does not allow employees to purchase any apps, games, ringtones etc. that will be charged to the cell phone account. East Harlem Scholars Academies will not be responsible for payment of such additions to East Harlem Scholars Academies cell phones.
- East Harlem Scholars Academies does not allow employees to load their phone with pictures, apps, or other material that is inappropriate for school use

East Harlem Scholars Academies cell phones must NOT be used while operating a vehicle (unless using a headset). This includes any phone calls, voicemails (except hands free), text messaging, emails, internet, instant messaging etc. whether the business conducted is personal or School related. East Harlem Scholars Academies will not provide a hands free device but strongly encourages the use of one especially for employees who drive often.

### **Copiers and Mail System**

Employees must gain approval from the Director of Operations to use photocopiers, etc. for limited personal purposes. Employees may not use East Harlem Scholars Academies postage meters and fax machines for personal use.

### **Use of Technology During Working Hours**

Employees are prohibited from using electronics during instruction and generally in the classroom in the presence of scholars for anything other than business-related use. Similarly, employees should refrain from using electronics for personal use during staff PD sessions and meetings.

### **Mail Packages and Personal Items**

East Harlem Scholars Academies is not responsible for personal mail or packages sent to East Harlem Scholars Academies that may become lost or damaged. An East Harlem Scholars Academies employee opens all Organizational mail sent to East Harlem Scholars Academies. While the mail opener attempts to recognize personal mail and redirect it to the proper recipient, such personal mail will sometimes be opened inadvertently. As such, if employees have personal mail that they wish to remain private, the School suggests that employees use their home mailing address. The School is also not responsible for personal items belonging to employees that may

become lost or damaged. In the interest of safety and security, East Harlem Scholars Academies reserves the right to search all bags and containers brought onto East Harlem Scholars Academies premises, at any time.

## IX. AMERICANS WITH DISABILITIES ACT (ADA)

In 1990, Congress passed a civil rights law prohibiting discrimination on the basis of disability in the private and public sectors. The Americans with Disabilities Act (<http://www.ada.gov/pubs/ada.htm>) provides civil rights protection to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for qualified individuals with disabilities in employment so long as the employee can perform the essential functions of the job, with or without a reasonable accommodation.

Subject to applicable law, East Harlem Scholars Academies will comply with the requirement to provide a reasonable accommodation(s) to any qualified employee or applicant with a known disability, where his or her disability affects the performance of his or her essential job functions, except where doing so would result in undue hardship.

Individuals who believe they need an accommodation to perform the essential functions of their jobs should submit a written request to the Director of Operations with appropriate medical documentation to support their request, describing the activities that can and cannot be performed. Consideration of a request for an accommodation may be delayed or denied if the appropriate documentation is not provided in a timely manner. Employees requesting an accommodation may be required to provide medical certification from the employee's health care provider that includes: (1) identification of the health care provider; (2) the health care provider's diagnosis of the disabling condition; (3) specific limitations and/or suggested restrictions and their relation to the disability; and (4) suggested accommodations.



## **X. OCCUPATIONAL SAFETY AND HEALTH ACT**

Consistent with federal Occupational Safety and Health Act (OSHA) (see <http://www.osha.gov/comp-links.html>) requirements and to protect the well-being of employees, East Harlem Scholars Academies recognizes a need to limit the potential harmful effects of occupational exposure to blood and other potentially infectious bodily fluids where exposure to these materials (primarily hepatitis B and human immunodeficiency virus (HIV/AIDS)) could result in infection, illness or death of employees. The Health Safety policy covers all East Harlem Scholars Academies employees but particularly those who may reasonably anticipate coming into contact with these materials as a result of their job duties. If an employee's job duties may put him or her into this category, East Harlem Scholars Academies will provide that employee with appropriate information.

## **XI. RIGHT-TO-KNOW**

The New York State Right-to-Know law gives employees the right to find out which toxic substances are present in their workplace – in this case East Harlem Scholars Academies. This law covers New York State public sector employees including former employees who were employed after December 1980.

By law, the Organization is obligated to inform all employees of all substances known to be present in any compound or mixture, if they comprise 1% or more by weight of the compound or mixture hazardous. Upon written request, the Organization will provide any information regarding any substances used, within a 3-day period.

## **XII. WHISTLEBLOWER POLICY**

East Harlem Scholars Academies requires employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and representatives of the Organization are expected to practice honesty and integrity in fulfilling their responsibilities and are expected to comply with all applicable laws and regulations.

It is the responsibility of all employees to report violations of ethics or conduct or suspected violations in accordance with this Whistleblower Policy.

No employee who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequence. 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 Organization prior to seeking resolution outside the Organization.

Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. 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.

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

The Principal or DOO will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

### XIII. CONFLICT OF INTERESTS

It is imperative East Harlem Scholars Academies, both in reality and in perception, be deemed to operate solely in the best interests of the students it serves. Any taint to its reputation will significantly impact on the mission of the school. Employees of East Harlem Scholars Academies must be ever mindful of the need to conduct themselves both in and outside of the school in a manner that will not bring criticism to themselves or to the Organization.

Employees have an obligation to conduct their affairs within guidelines that prohibit actual or potential conflicts of interest. Actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for him or her, for a relative or for anyone else who has a close personal relationship with the employee as a result of East Harlem Scholars Academies business dealings. For the purpose of this policy, a relative or a person with a close personal relationship is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No “presumption of guilt” is created by the mere existence of a relationship with an outside firm or vendor. However, if an employee has any influence on transactions involving purchases, contracts, or supplies it is imperative that he or she disclose that relationship to the Director of Operations immediately so that safeguards can be established to protect all parties.

Common conflicts which employees should avoid include, but are not limited to:

- Using proprietary or confidential information for personal gain or to East Harlem Scholars Academies’ detriment;
- Directly or indirectly accepting gifts, loans, services, entertainment, etc. of more than a minimal value from a vendor or someone seeking to do business with East Harlem Scholars Academies (as noted elsewhere); Using East Harlem Scholars Academies’ assets or labor for personal use;
- Instances where an employee or an employee’s relative or someone with a close personal relationship has a significant ownership in the vendor or firm with which East Harlem Scholars Academies does business.; and
- Engaging in outside employment which would interfere with the employee’s full performance of the work for which he or she is employed by the Organization.

If East Harlem Scholars Academies finds that any employee has engaged in any conduct which presents a conflict of interest with the Organization, such employee is subject to discipline, *up to and including* termination of employment.

## XIV. PROCEDURES FOR REPORTING CHILD ABUSE

### Child Abuse or Maltreatment

***Pursuant to §413 of the Social Services Law***, School officials are required to report instances of suspected child abuse or maltreatment to the State Central Register of Child Abuse and Maltreatment ("SCR"). A hotline has been established for reporting by mandated reporters, which include School officials. The hotline is 1-800-635-1522.

Child "abuse" occurs when a parent or other person legally responsible for the child inflicts serious physical injury upon the child, creates a substantial risk of serious physical injury, or commits a sex offense against the child. In addition, the definition includes instances where the parent (or person legally responsible) knowingly allowed another to inflict such harm.

Child "maltreatment" (which includes neglect) occurs when a child's physical, mental, or emotional condition has been impaired, or is in imminent danger of impairment, by the parent's (or other person legally responsible for the child) failure to exercise a minimum degree of care by (1) failing to provide sufficient food, clothing, shelter or education; (2) failing to provide proper supervision, guardianship, or medical care; or (3) inflicting excessive corporal punishment, abandoning the child, or misusing alcohol or other drugs and, in doing so, causing the child to be placed in imminent danger.

As mandated reporters, School officials are required to report suspected child abuse or maltreatment when they have reasonable cause to suspect either has occurred. "Reasonable cause" to suspect child abuse or maltreatment means that, based on a School official's rational observations, professional training, and experience, the official suspects that the parent or other person legally responsible for the child has harmed the child or placed the child in imminent danger of harm.

The following procedures should be followed in reporting instances of child abuse and maltreatment:

If a School employee learns of or suspects a situation of abuse or maltreatment of a student by his or her parent or person legally responsible for the student's care, the employee must report the situation to the building Principal immediately.

If, based on the employee's report, the Principal reasonably believes that abuse or maltreatment has occurred, the Principal must immediately call the SCR hotline at **1-800-635-1522** and make a verbal report.

The Principal should ask the SCR representative his or her name and the "Call I.D." Within 24 hours of the Principal's verbal report to the SCR hotline, he or she must complete and submit to the SCR mandated reporter a form "LDSS-2221A". A form LDSS-2221A may be obtained from the New York State Office of Children and Family Services website at: [www.ocfs.state.ny.us/main/forms](http://www.ocfs.state.ny.us/main/forms) or by calling (518) 472-0971.

If a School official is uncertain about whether a situation rises to the level of abuse or maltreatment, the official should contact the hotline to discuss the matter with a trained SCR specialist.

The Principal shall document for his or her confidential file the events, conversations, and facts associated with an allegation of child abuse or neglect, whether or not those

circumstances rise to the level of reasonable suspicion that cause him or her to make a report to SCR. All information relating to reports of child abuse or maltreatment shall be strictly confidential.

### **Child Abuse in the Educational Setting**

Pursuant to New York Education Law §1126, and the regulations of the Commissioner of Education (8 N.Y.C.R.R. 100.2(hh)), any oral or written allegation to a teacher, School nurse, guidance counselor, psychologist, social worker, administrator, board member, or other School personnel required to hold a teacher or administrator license or certificate, that a child has been subjected to child abuse by an employee or volunteer in an educational setting, shall promptly make a report, on a form provided by the Commissioner of Education, consisting of the following:

- The name of the child's parent;
- The name of the person who reported the abuse and their relationship to the child;
- The name of the employee or volunteer against whom the allegation is made; and
- A listing of the specific allegations.

The report must be given to the Head of School immediately. The report and all other written materials, photographs, and/or videos concerning the allegation and report are strictly confidential and may only be disclosed to law enforcement authorities involved in the investigation of the alleged child abuse, or as expressly authorized by law or pursuant to a court-ordered subpoena. Willful disclosure to a confidential record to an unauthorized person is a "Class A" misdemeanor.

The duties of administrators upon receipt of a written report alleging child abuse in an educational setting, where the administrator has a reasonable suspicion that an act of child abuse has occurred, shall be as follows:

- If the alleged child-victim made the report, promptly notify the parent of the allegation and provide the parent with a written statement pursuant to §100.2(hh) of the Commissioner's Regulations setting forth the duties of employees and administrators upon receipt of the allegation, additional duties of superintendents, notification by the district attorney pursuant to Education Law §1130, and actions to be taken upon criminal conviction of a licensed or certified School employee pursuant to Education Law §1131.
- If the parent made the allegation, promptly provide the parent with the above-referenced written statement.
- If someone other than the child-victim or parent made the report, ascertain from the reporting person the source and basis of the allegation, promptly notify the parent and provide the parent with the requisite written statement.
- If a public School administrator received the written report alleging abuse, the administrator must promptly provide the Organization's Board Chair with a copy of the report as well.
- A report of child abuse in an educational setting must be promptly forwarded to the appropriate law enforcement agencies.
- The Organization shall forward the report of child abuse to the Commissioner of Education if the accused employee or volunteer holds a license or certification issued by the New York State Education Department.

- Any child abuse report that does not, after investigation, result in criminal conviction shall be expunged after five years or at such earlier time that the Organization determines.

If the alleged abuse was by an employee or volunteer of a school other than one within the school district of the child's attendance, the report must be forwarded promptly to the Principal.

Moreover, at least annually, the School shall provide training to all new teachers, School nurses, guidance counselors, psychologists, social workers, administrators, board members, and other School personnel required to hold a teacher or administrator license or certificate regarding requirements of reporting of child abuse in an educational setting.

## **XV. CERTIFICATION OF RECEIPT OF PERSONNEL HANDBOOK**

Please sign and date the Form on the following page.



### **Certification of Receipt of Personnel Handbook**

I have received a copy of the Organization's Personnel Manual and understand that I am responsible for becoming familiar with the policies described in it. I understand that the information contained in it represents management guidelines only, which may be modified from time to time. I understand that neither the Manual's policies nor any representations made by a management representative, at the time of hire or subsequently, are to be interpreted as a contract between the Organization and any of its employees. I further understand that my employment is voluntarily entered into, that I am free to resign at any time and that the Organization may terminate the employment relationship whenever it determines that it is in its best interest to do so.

### **Acknowledgement of Policies and Procedures**

I have been informed about East Harlem Scholars Academies' Employee Handbook, and I understand that I have the responsibility to become familiar with all policies and procedures included in it.

Further, I have read and understand the provisions of the following School policies, procedures and guidelines, and agree to adhere to them as a condition of continued employment by the Organization:

- Employment At Will
- Equal Employment Opportunity
- Grievance Procedure
- Code of Conduct and Harassment
- Safety and Health
- Computer, Electronic and Voice Mail

I understand that the procedures set forth in the handbook are operational guidelines for the Organization and its employees, and may, from time to time, be changed as necessary to improve Organizational efficiency. As such, these procedures shall not be construed as constituting a contract between the Organization and myself. School staff is employed and serve at will. The employment relationship can be terminated at any time by either the employee or the Organization.

Employee Signature \_\_\_\_\_

Date \_\_\_\_\_

Employee Name (Print) \_\_\_\_\_

Date \_\_\_\_\_

Witness \_\_\_\_\_

Date \_\_\_\_\_

**Shared Services Agreement  
Between  
East Harlem Tutorial Program and East Harlem Scholars Academy**

Agreement dated as of July 1, 2015 by and between East Harlem Tutorial Program (EHTP), a New York nonprofit organization located at 2050 Second Avenue, New York, NY (EHTP) and East Harlem Scholars Academy Public Charter School, a charter school located at 1573 Madison Avenue, New York (Scholars), collectively, The Parties.

**EHTP's Responsibilities to Scholars**

1. EHTP will provide (or will cause, at its own expense, others to provide) the following services to Scholars:
  - a. Executive Team support including organizational planning and management of Managing Director, East Harlem Scholars Academies & Founding Principal, East Harlem Scholars Academy.
  - b. Staffing of governance function including creating agendas and materials for all meetings of Board of Trustees and Committees
  - c. Fundraising and external communications activities, including grant writing; special events; donor identification, cultivation, solicitation, and recognition; public and community relations, and related branding and media support. The requirements of the fundraising campaign and the distribution of unrestricted revenues from the campaign are described in, and will be shared between the Parties in accordance with the attached "Appendix A: Fund Raising Policy Guidelines."
  - d. Human Resources management: including payroll and related administrative support, staff recruitment, talent support (including coaching on professional development and employee retention), benefits management, and evaluation support.
  - e. Finance activities including budget development and monitoring, and all bookkeeping, audit liaising, and accounting services
  - f. Recommend, coordinate with and/or manage outside vendors including legal counsel, CSBM, payroll service, benefits administrators, and technology vendors.
  - g. Facilities development support
  - h. Program support including recruitment, training, management, and stewardship of volunteers; and support of After School Enrichment Programs including management support and program implementation for extended Friday program.

In performing these activities, EHTP will report to the Scholars Academy Principal or to such person as the Principal shall designate.

EHTP will provide Scholars with adequate detail to perform a review of the expenses charged to Scholars. This detail will include support for any inputs used in formulas for determining allocation percentages.

If it is determined that Scholars provides services to EHTP in a given year, the Boards of both entities will adopt a policy and methodology to have Scholars charge EHTP for services rendered.

2. Scholars Academy and EHTP will cooperate with The Parties' joint Integration Taskforce to support a periodic evaluation of The Parties' performance pursuant to this Agreement.

3. If Scholars dissolves, EHTP will cooperate with the Board of Trustees, Principal and Director of Operations of Scholars throughout the dissolution process to develop and implement the school's Dissolution Plan and to assist Scholars in meeting its responsibilities under applicable law. This assistance will include (a) organizing and transferring to Scholars all relevant student, operational and financial data in EHTP's possession; (b) assisting Scholars in identifying and transferring its assets in accordance with applicable law; (c) helping Scholars to develop and implement a plan for maintaining its documents; (d) helping Scholars identify and address its outstanding obligations; (e) helping Scholars prepare for and cooperate with audits and/or meetings with representatives of the DOE; and (f) supporting Scholars in concluding its business affairs and completing any required reports and documents. EHTP's Executive Director will coordinate all work by EHTP personnel related to the dissolution.

#### **Scholars' Responsibilities to EHTP**

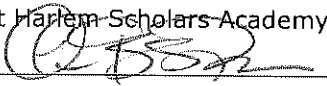
4. Scholars will be responsible for the following:
  - a. The Scholars Board of Trustees, Principal and Director of Operations will review reports submitted by EHTP and will work closely with EHTP representatives to facilitate the delivery of its services.
  - b. Scholars' Director of Operations will work with representatives of EHTP to facilitate and support the design of all above-referred systems, procedures and technologies and the delivery of all above-referred services.
  - c. Under the supervision of the Principal and the Director of Operations, Scholars will provide EHTP with access to the school, its records and its employees, as necessary, to support the delivery of the above-referred services.
  - d. Scholars will pay EHTP for its services as described in the attached Appendix B: Cost Allocation Guidelines. EHTP will invoice Scholars Academy monthly.

#### **Termination and Other**

5. Either Party shall have the right to terminate this Agreement, upon 120 days' written notice to the other:
  - a. By mutual agreement of both parties
  - b. By either party for any reason or for no reason
  - c. By other party following notice which sets forth the basis for termination and a reasonable opportunity of the other party to cure if either party commits a material breach of its obligations arising under this Agreement
6. A super-majority vote of the Scholars board -- defined for these purposes as 75% -- is needed to annually approve new agreements with EHTP.
7. If this Agreement is terminated, Scholars will notify the applicable authorities immediately, in writing, and will describe all pertinent details about the grounds of termination and the effective date of termination.
8. If the termination is for a reason other than cessation of charter school operations, then
  - a. Parties will negotiate in good faith a transition plan to ensure ongoing smooth operations of both entities and to provide for the orderly transfer of all information including electronic and physical records, assignment of contract, and transfer of any other equipment.
  - b. A transition team comprised of at least Scholars' Director of Operations and Principal, at least one member of Scholars' Board of Trustees, the Executive Director of EHTP and one member of EHTP's Board of Trustees will coordinate the transition according to the plan.

9. This Agreement represents the Parties' complete understanding of each party's responsibilities, and it incorporates all prior agreements, written or oral, about its subject matter. This Agreement may not be modified, except in writing and signed by authorized representatives of both parties.
10. Nothing in this agreement shall be construed in any way to limit the authority of the New York State Board of Regents including, but not limited to, the authority to take and enforce action pursuant to § 2855 of the Education Law, nor shall it be construed in a manner to create a partnership between Scholars and EHTP.
11. The Parties acknowledge that, at the beginning of each fiscal year, or at such other times as they shall both agree, they will modify the scope of this agreement or the amounts to be charged. Until such time as both Parties shall agree to such a modification, the most-recently adopted scope and amounts shall govern.

East Harlem Scholars Academy Charter School

By:  Date

East Harlem Tutorial Program

By:  Date: 6/23/15

## **Appendix A: Fund-Raising Policy Guidelines**

A significant aspect of EHTP's responsibility to the East Harlem Scholars Academy Charter School (Scholars) will be attempting to raise funds to bridge the gap between the school's annual public subsidy (estimated between 90% and 98% of total operating expenses) and the total annualized cost of running the school (the remainder of the programmatic costs plus any capital costs). Because EHTP has agreed to serve as the sponsor of the Scholars, the overarching principle recommended is that EHTP must use its best efforts to ensure that the school is funded to at least the bare minimum required for the educational program.

A second principle is the need to keep an "arms-length" relationship between EHTP and Scholars. Therefore Scholars will pay for all services (including fundraising) provided by EHTP but will also have the option to opt out from those services (and from the funding commitments that EHTP provides) as part of that agreement.

EHTP's fundraising work for Scholars Academy will consist of restricted and unrestricted funding/grants dedicated only to Scholars Academy programs and abide by recommended "governing principles" as follows:

1. Scholars will pay EHTP an annual development fee, as if it had outsourced its fund-raising.
2. EHTP will use its best efforts to provide the minimum funds needed to close the gap between student reimbursement from the State & the "bottom-line" budget needed to run the school. This "core" Budget will be agreed upon annually as part of the development of the Agreement.
3. All restricted and unrestricted funds raised by EHTP will accrue only to the entity for which they are targeted.
4. The fund raising agreement will be renewed annually with development fees, budgets, and percentage allocations adjusted as required.

## Appendix B: Cost Allocations Guidelines

The following allocations of EHTP expenses to Scholars Academy through the Shared Services Agreement for FY16 result in a total projected cost of services under the Shared Services Agreement of approximately \$551,509

The approximate costs calculated below are based on EHTP's and Scholars' FY16 respective proposed budgets and are divided into three major categories: 1. Program Support and Finance, 2. Development and Communications, and 3. Executive Team support.

**1. Program Support and Finance** costs are calculated based on allocation of time spent by relevant EHTP staff as follows:

Director, EH Teaching Residency	5%
Associate, Elementary School	10%
Manager, Elementary School	10%
Coordinator, Benefits and Administration	35%
Associate, Data	3%
Associate Talent	17%
Associate, Talent	17%
Associate, Recruitment	35%
Coordinator, Volunteers	15%
Director, Recruitment	35%
Director, Talent	17%
Manager, Recruitment (Academies)	61%
Manager, Volunteers	10%
Managing Director, Talent & Recruitment	35%
Dep Director, Social Services & Family Engagement	5%
Social Work Manager	5%
Director, Finance	26%
Senior Accountant	32%
Senior Bookkeeper	32%
Bookkeeper	32%

This allocation applies to compensation as detailed above and total approximately \$346,685 for FY16.

**2. Development and Communications** costs are calculated based on allocation of time spent by **all** Development and Communications staff.

Allocation by Estimated Time Spent by EHTP Staff

1. EHTP = 75%
2. Scholars = 12%
3. Scholars II= 13%

Managing Director Development & External Affairs	10%
Deputy Director, Development & Special Events	5%
Grants Associate	17%
Associate, Development	10%
Deputy Director, Communications	25%
Coordinator, New Media & Communications	25%

This allocation applies only to Development & Communications salaries and benefits and will total approximately \$63,448 for FY16.

**3. Executive Team Support** costs are calculated based on allocation of time spent by relevant EHTP staff as follows:

Executive Director	35%
Managing Director, Planning & Administration	28%
Executive Assistant/Coordinator, Development	10%

This allocation will apply to Executive Team salary and fringe and will total approximately \$141,376 for FY16.

**Notes to breakdown**

Director, EH Teaching Residency <i>Based on coaching of Residents in Scholars classrooms</i>	5%
Associate, Elementary School <i>Assumes on-site coordination of Friday after school program</i>	10%
Manager, Elementary School <i>Based on support of Friday after school and management of Assistant Teachers in Friday classrooms</i>	10%
Coordinator, Benefits and Administration <i>Based on FTE, the Coordinator handles benefits, onboarding, offboarding, and other human resources issues.</i>	35%
Associate, Data <i>Assumes coordination with and minor support of upgrades of new Student Information system</i>	3%
Associate Talent <i>Based on Director, Talent allocation, Associate supports professional development, all staff meetings, and evaluation</i>	17%
Associate, Talent (March 1, 2016 hire) <i>Based on Director, Talent allocation</i>	17%
Associate, Recruitment <i>Based on Director, Recruitment allocation</i>	35%
Coordinator, Volunteers <i>Based on recruiting volunteers and interns in after school classrooms and coordinating participation in Saturday tutoring</i>	15%
Director, Recruitment <i>Based on FTE's – all leadership team recruitment, outreach planning, management of recruitment staff, recruitment team coaching</i>	35%
Director, Talent <i>Based on workload projections, will plan professional development, all-staff meetings, and evaluation</i>	17%
Manager, Recruitment (Academies) <i>Implementation of all of Scholars recruiting</i>	61%
Manager, Volunteers <i>Based on management and evaluation of volunteers and interns in after school classrooms and management of one-day volunteer opportunities</i>	10%
Managing Director, Talent & Recruitment <i>Based on FTE's – strategic direction and leadership of entire Talent operation</i>	35%
Dep Director, Social Services & Family Engagement <i>Support of Social Worker and coordination of joint efforts</i>	5%
Social Work Manager <i>Shared planning and family engagement services to families</i>	5%
Director, Finance (part time) <i>Management of books and audit</i>	26%



Senior Accountant <i>Regular monthly accounting work at 1 ½ days/week</i>	32%
Senior Bookkeeper <i>Based on 1 ½ day/week of bookkeeping, payroll, and related needs</i>	32%
Bookkeeper <i>Based on 1 ½ days/week of bookkeeping, payroll, and related needs</i>	32%

## Development

### Allocation by Estimated Time Spent by EHTP Staff

1. EHTP = 75%
2. Scholars = 14%
3. Scholars II= 13%

Managing Director Development & External Affairs <i>Team oversight including student recruiting support</i>	10%
Deputy Director, Development & Special Events <i>Support of program events including Annual Picnic, Winter Celebration, and Thanksgiving Event</i>	5%
Grants Associate <i>Based on dollars raised and future fundraising including dollars raised for public pre-k</i>	17%
Associate, Development <i>Based on allocation of Managing Director</i>	10%
Deputy Director, Communications <i>Based on need to substantially strengthen marketing and communications including materials for staff and student recruitment, website management, and space branding</i>	25%
Coordinator, New Media & Communications <i>Based on allocation of Deputy Director, Communications</i>	25%

The comparative breakdown based on dollars raised results is

1. EHTP = 92%
2. Scholars = 4%
3. Scholars II – 4%

Experience over the years has shown that though the fundraising is time-consuming and expensive, the communications and advocacy work is even more so. Moreover, the Fund Development team supports, along with Finance, the filing of reports to authorizer and government grant related income not factored into the above percentages. Accordingly, we went with the time projections.

## Overall Allocation Notes

### Scholars Academies FY16

Shared Services Allocation per student (542) budgeted)	\$1,644
Percentage of Shared Services Allocation to Total Budget Exp	8.5%

Scholars Academy FY16 individually

Shared Services Allocation per student (326 budgeted)	\$1,692
Percentage of Shared Services Allocation to Total Budget Exp	8.7%

Scholars Academies FY15

Shared Services Allocation per student (431) budgeted)	\$1,730
Percentage of Shared Services Allocation to Total Budget Exp	9.3%

Scholars Academy FY15 individually

Shared Services Allocation per student (270 budgeted)	\$1,574
Percentage of Shared Services Allocation to Total Budget Exp	8.5%

Scholars Academies FY 14

Shared Services Allocation per student (323) budgeted)	\$2,112
Percentage of Shared Services Allocation to Total Budget Exp	11%

Scholars Academy FY 14 individually

Shared Services Allocation per student (216 budgeted)	\$1,488
Percentage of Shared Services Allocation to Total Budget Exp	8.5%

Scholars Academy FY13 individually

Shared Services Allocation per student (150 budgeted)	\$2,876
Percentage of Shared Services Allocation to Total Budget Exp	10%

Scholars Academy FY12 individually

Shared Services Allocation per student (102 budgeted)	\$2,857
Percentage of Shared Services Allocation to Total Budget Exp	12%

# **EAST HARLEM SCHOLARS ACADEMY**

## **Student and Family Handbook 2015-2016**

**Cheyenne Batista São Roque**  
Founding Principal, Managing Director

**Reed Swier**  
Director of School Culture & Family Engagement

**Elah Lazin**  
Director of Curriculum and Instruction

**Rashell Evans**  
Director of Operations

**Desree Cabrall-Njenga**  
Principal-in-Residence

**Maureen Yusuf-Morales**  
Principal-in-Residence

1573 Madison Avenue New York, NY 10029  
Tel (212) 348-2518  
<http://www.eastharlemscholars.org>

Dear Families,

Welcome to the East Harlem Scholars Academy team and family! We are so excited that you are part of our learning community. As a team of families, students and staff, we will build the foundation to ensure that each of our students develops the academic skills, strength of character, and social and emotional well-being to succeed in high school and in college and to realize their best possible selves. By working together, we will prepare our students to live successful, happy, healthy lives.

Whether our students are in the classrooms reading *The Snowy Day*, at the zoo discovering the needs of animals to live and survive, or performing in a show, they embody the core values of East Harlem Scholars Academy. We are excited about their infinite possibilities, and we celebrate their presence at our school as their first big step towards success. These are truly exciting times, and we are happy that you are part of it!

We are committed to reinforcing common standards of academic performance and character to create a sense of team and family. We believe that these ideas serve as a great foundation for East Harlem Scholars Academy. Every student will learn about our mission, core values, school culture and expectations. We constantly refer to these important elements throughout their time at Scholars Academy. We ask that you please review them with your child and help reinforce our expectations both in and out of school.

Our efforts will take tremendous discipline and dedication and will only be successful through our joint school, family, and student efforts, which represents our Promise Triangle. Since we believe strongly that open and clear communication will help us reach our goals, we have prepared this handbook with important information about our school. Hopefully, it will serve as a useful resource and you will find the answers to any questions that you may have. Please keep it handy so that you may refer to it when necessary.

We look forward to an exciting and positive year with your student! Once again, welcome to our family. Please feel free to contact us if you have any questions, comments, or concerns. Thank you for your trust in us.

Sincerely,



Cheyenne Batista São Roque  
Founding Principal, Managing Director

# TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
WHO WE ARE .....	2
EAST HARLEM SCHOLARS ACADEMY MISSION.....	2
OUR BEGINNING.....	2
GENERAL INFORMATION.....	5
ENROLLMENT.....	5
WHO SHOULD I ASK?.....	5
ARRIVAL PROCEDURES.....	6
FOOD SERVICES.....	7
TRANSPORTATION.....	8
FIELD TRIPS .....	8
COMMUNICATING WITH STAFF AND TEACHERS.....	8
CELL PHONE POLICY .....	8
PERSONAL BELONGINGS.....	9
ATTENDANCE .....	10
UNIFORM POLICY .....	12
GENERAL UNIFORM REQUIREMENTS.....	12
HEALTH AND SAFETY .....	14
IMMUNIZATIONS.....	14
REPORTING AN ILLNESS.....	15
ILLNESS DURING SCHOOL HOURS.....	15
FAMILY SUPPORT SERVICES .....	16
CALENDAR AND SCHEDULE .....	17
START/END DATES .....	17
VACATIONS/HOLIDAYS.....	17
SCHOOL CLOSINGS (BAD WEATHER) .....	17
AFTER SCHOOL PROGRAM.....	17
SUMMER PROGRAM.....	17
ACADEMICS .....	19
ELA.....	19
HOMEWORK .....	19
CHEATING.....	20
PROMOTION TO THE NEXT GRADE.....	20
FAMILY ENGAGEMENT .....	21
WHAT ARE A FEW WAYS FAMILIES CAN GET INVOLVED?.....	21

<b>SCHOOL CULTURE .....</b>	<b>25</b>
<b>SPECIAL EDUCATION .....</b>	<b>32</b>
<b>FAMILY EDUCATIONAL RIGHTS .....</b>	<b>34</b>
<p>The Family Educational Rights &amp; Privacy Act (FERPA) is a Federal law designed to protect the privacy of students' education records. FERPA gives families certain rights with respect to their children's education records.</p>	
<b>FREEDOM OF INFORMATION LAW.....</b>	<b>36</b>
<b>FORMAL COMPLAINTS .....</b>	<b>37</b>

# WHO WE ARE

## **EAST HARLEM SCHOLARS ACADEMY MISSION**

East Harlem Scholars Academies are public charter schools that prepare students with the skills, strength of character, and emotional well-being to excel academically, lead in their communities and realize their best possible selves. Scholars Academies are operated by East Harlem Tutorial Program (EHTP), a community-based organization founded in 1958.

## **OUR BEGINNING**

For more than 50 years, East Harlem Tutorial Program (EHTP) has transformed the lives of children, youth and families in East Harlem through a comprehensive array of academic and youth development programs, services and resources. East Harlem Tutorial Program (EHTP) serves more than 500 students, ages 5-19 (grades K-12), and their families year round through comprehensive academic, youth development and family support activities. It is a staple of the community, having been located at the same East 105<sup>th</sup> Street address since it first opened its doors in 1958. More than 85% of its students live in East Harlem and, for many East Harlem families, East Harlem Tutorial Program (EHTP) has been a lifeline to literacy and academic success for multiple generations. The organization's programs and services range from one-on-one tutoring and small group study with academic specialists to youth development programs and activities focusing on the arts, culture, creative writing, reading, technology, science and college readiness. Students who have participated in its after-school, summer and other programs have excelled in their schools and proceeded onward to higher education. In a community where less than half of adult residents have a high school diploma and only 11% have college degrees, 100% of EHTP's graduating seniors were accepted and enrolled in college.

East Harlem Scholars Academy represents an expansion of East Harlem Tutorial Program's mission, programs and delivery of service to the children of the East Harlem community. Having provided successful programs that support school day instruction for decades, the organization is now committed to leveraging its experience, its reputation and relationships in the community and its effective teaching and learning model to support the development and implementation school-day programs through its involvement in East Harlem Scholars Academies. Through its partnership with East Harlem Tutorial Program (EHTP), East Harlem Scholars Academy will benefit from resources, including staff development and other services by experienced tutors and academic specialists.

## GUIDING PRINCIPLES

East Harlem Scholars Academy is a high-performing, student-centered learning environment that shares the philosophy and values of its founding organization, East Harlem Tutorial Program (EHTP). EHTP and East Harlem Scholars Academy are grounded in the following guiding principles:

- ❖ **All children can and will succeed when provided a great education.** We challenge our students with a demanding academic program and stimulating learning environment so that they develop the skills necessary to succeed in high school and graduate from competitive colleges.
- ❖ **The best learning occurs when children engage in higher-order, critical thinking.** To thrive in the 21<sup>st</sup> century work force and successfully pursue boundless possibilities, our students learn to question, analyze and apply their learning meaningfully. Students develop the essential critical reasoning and leadership skills to succeed in their endeavors, both inside and outside the classroom.
- ❖ **A nurturing and supportive environment supports students' love of learning and of themselves.** We place a premium on students' cognitive, creative, social and emotional growth and physical health, blending rigor with joy to ensure our scholars are inspired to learn. Students explore their individual aspirations through the school experience, developing rich personal connections to their learning.
- ❖ **Self-awareness promotes dynamic leadership and global understanding.** Our learning community instills in all scholars a deep sense of self-esteem, cultural pride and global responsibility so that they become active citizens of the 21<sup>st</sup> century and develop into their best possible selves. Diversity is an asset to our learning space, and our scholars are engaged with and aware of different backgrounds and perspectives as they develop a rich understanding of the world in which they live.
- ❖ **Active community engagement richly enhances educational opportunities.** Families and the wider community are mutual stakeholders in our scholars' educational success. Having access to a comprehensive support system positions students to reach their fullest potential, and our scholars' commitment to service promotes our vision of social justice and a desire to help those in need.



## **COMMITMENT TO EXCELLENCE**

### School Promise

- ∞ We will do whatever it takes to develop our students' knowledge and character and prepare them to realize their best possible selves.
- ∞ We will always strive to improve our practices the best education possible to our students.
- ∞ We will be available to students and families to engage in an ongoing partnership.
- ∞ We will live and teach our core values every day.

### Family Promise

- ∞ We will help our child in the best way we know how and we will do whatever it takes to make sure that he/she is representing his or her best possible self. We will make a long-term commitment to our child's success.
- ∞ We will be responsible for the actions of our child, and we will make ourselves available to our children and the school as needed.
- ∞ We will participate in all mandatory and occasional meetings or other special events to support our child's social, emotional, and academic development.
- ∞ We will check carefully all papers our child brings home and support our child to complete all homework assignments.
- ∞ We will ensure that our child arrives at East Harlem Scholars Academy at 7:25 a.m. (Monday – Friday) and remains at school throughout the day.
- ∞ We will notify the school no later than the beginning of the school day if our child will miss school.
- ∞ We will make sure our child follows East Harlem Scholars Academy dress code.
- ∞ We will live and teach the core values every day.

### Scholar Promise

- ∞ I will follow the directions of my teachers and other adults in the building.
- ∞ I will give my schoolwork my best effort.
- ∞ I will fully participate in a joyful, balanced learning environment.
- ∞ I will take risks every day and maximize my learning experiences.
- ∞ I will strive to be my best possible self and to assume the best in others.
- ∞ I will tell the truth and reflect upon my actions if I make a mistake.
- ∞ I will arrive at school every day by 7:40 a.m. (Monday-Friday) and remain at school throughout the day.

# GENERAL INFORMATION

## ENROLLMENT

Every year, beginning in the first week of January, East Harlem Scholars Academy begins accepting applications for the following year. Automatic preferences will be given to eligible applicants in the following order:

- ☐ First preference is given to students who attended the school the previous year and are returning to the school. Any returning students do not need to re-apply.
- ☐ Second preference is given to siblings of students enrolled in the school. A sibling is defined as a brother, sister, or other child legally under the same parent/guardian's care and residing in the same household. Siblings are granted a space only if there is space in the grade. If there is no space, they will be placed on the school's waiting list.

## ADDITIONAL PREFERENCES

East Harlem Scholars Academy will give admissions preference to students who reside within the designated New York City Department of Education Community School District number 4 ("CSD 4"), in which the school is physically located.

East Harlem Scholars Academy will also grant admissions preference for English Language Learners "ELL"; defined as students whose families self-report "yes" on the following application questions:

1. Does your child mainly speak a language other than English?
2. In your home, do you mainly speak a language other than English?
3. Has your child's school told you your child is an English Language Learner?

## DOCUMENTS NEEDED BY THE SCHOOL

Upon enrolling at East Harlem Scholars Academy, the following documents must be submitted for each student:

- Registration Forms
- Home Language Survey
- Copy of Birth Certificate
- 2 Proofs of Address (Copy of a Phone Bill, Electric Bill, Lease, Gas Bill, etc.)
- Immunization Records/Health Records
- IEP/504 Accommodations (if applicable)

## WHO SHOULD I ASK?

At times, you may have questions about East Harlem Scholars Academy. Below is a quick list of common concerns and to whom you should direct your call.

CONCERN	STAFF MEMBER
I have questions about emergency forms, immunization records, metro fare cards, etc.	Operations Associate
I would like to order an East Harlem Scholars Academy uniform.	Operations Associate

I have concerns about my child's social adjustment.	Social Worker
I would like my child to receive counseling services.	Social Worker
My child has an IEP/504 Accommodations.	Student Support Services Coordinator
My child will be absent or late.	Operations Associate
I have questions about my child's academic progress.	Your child's teachers
My child is having a problem with another child at the school.	Director of School Culture & Family Engagement
I have overall concerns about the school.	Director of School Culture & Family Engagement OR Principal

## ARRIVAL PROCEDURES

Students are expected to arrive at 7:25 a.m. at the entrance on 107<sup>th</sup> and Park Madison Avenue. The door closes promptly at 7:40 a.m., at which point students are considered late. If a student arrives to school after 7:40 a.m., the authorized escort must walk the student to the main office using the entrance on 106<sup>th</sup> Street. The student will then be given a late pass and a tardy will be noted for the day.

*It is school policy that if a student arrives late to school two or more times in a week and is part of our founding cohort, then he or she will not be allowed to attend our optional Monday-Thursday and Friday after school program for the remainder of the week. If a student arrives late to school two or more times in a week and is not part of our founding cohort, then he or she will not be allowed to attend our optional Friday after school program that week.*

## BREAKFAST

Families are invited to the classrooms for breakfast each morning in an effort to support relationship building between teachers, students, and families. During that time, we ask that families abide by all school policies and do not cause any disruptions to the daily schedule. Families are asked to depart by 8:00 a.m., and after the conclusion of breakfast, families should no longer be taking their child to the bathroom.

## AUTHORIZED ESCORT LIST

During registration, all parents and guardians will be asked to complete an Authorized Escort List. Students will not be dismissed from school to anyone who is not listed on the authorized escort list without parental approval. All authorized escorts must be at least 16 years old.

## DISMISSAL PROCEDURES

It is important that families arrive promptly for dismissal. Late-pickups unfairly cause our staff members to have to supervise students after a long, demanding

workday. It is school policy that after the third late pick-up in a quarter, students from our founding cohort will not be able to attend our optional Monday-Thursday after school program and our Friday after school program for the remainder of that quarter. Students who are not part of our founding cohort and who have three or more late pick-ups in a quarter will not be allowed to attend our optional Friday after school program for the remainder of that quarter.

## **HEALTHY FOOD POLICY**

East Harlem Scholars Academy places a strong emphasis on good nutrition and on making healthy food choices. Healthy food provides our scholars with the fuel their bodies need to help them remain focused in their classes. Students are not permitted to consume any “junk foods,” including but not limited to cookies, chips, candy or soda in school. All juice must be 100% fruit juice and no sugary drinks are permitted. East Harlem Scholars Academy staff will replace meals high in sodium or sugar with a healthy choice from the school’s vendor, and a family member will be contacted.

## **BATHROOM POLICY**

Classrooms utilize the buddy system to go to the bathroom in a safe manner. Each class has a bathroom sign out log to maintain a safe hallway and bathroom environment. Younger grade also have scheduled break times to make sure everyone is using the bathroom as needed. In very urgent cases, students will be permitted to use the restroom beyond the scheduled breaks and a staff member will escort the student to and from the bathroom at that time.

## **FOOD SERVICES**

Breakfast takes place from 7:30 – 7:45 a.m., Monday to Friday. Families may also choose to send food that is in compliance with the school’s healthy food policy. However, the school is unable to assume responsibility for refrigerating or warming any food brought from home. Please inform the school if your child has any food allergies.

## **PEANUT-FREE ZONE**

Given the needs of our students who have food allergies, East Harlem Scholars Academy is a peanut-free zone. Students will not be allowed to bring peanuts, peanut butter, peanut oil, and any products that may contain trace amounts of peanuts.

## **BIRTHDAY POLICY**

Student birthdays are recognized during Morning Meeting. Students receive a birthday crown from the school and the class sings “Happy Birthday.” Birthday parties are not permitted during school time. If you wish to celebrate your child’s birthday outside of school and would like to invite students from class, the teacher will distribute invitations only if one is being sent for each of the students in the class.

## **CLASS GIFTS**

Families are permitted to provide small gifts to the class to celebrate a holiday or other special event, but these gifts must be distributed to all members of the class. If you plan to bring a gift or small treat, please notify the classroom teachers in advance. The teachers will distribute all gifts to students at dismissal so as to not interfere with the day's activities.

## **TRANSPORTATION**

Students living more than ½ mile in distance from the school may apply to receive a full-fare Metro Card for public transportation. It is each family's responsibility to hold onto the Metro Card, and replacements are not guaranteed.

Families must provide contact information for any person authorized to pick up their child. If the person picking up the child is not the parent/guardian of the child, they must be given explicit written permission to pick him or her up. Scholars Academy staff will never release a child to any adult without explicit written authority to do so.

## **FIELD TRIPS**

Each year, East Harlem Scholars Academy teachers plan several field trips that complement the curriculum, including visits to local museums, parks and famous NYC sights. The school reserves the right to remove a student from a trip or prohibit him or her from attending for any reason. In addition, students who demonstrate consistent behavioral challenges may not be allowed to attend a field trip, per discretion of the Principal.

## **COMMUNICATING WITH STAFF AND TEACHERS**

Part of what makes East Harlem Scholars Academy successful is the open line of communication between families, students, and staff. Families should feel free to call staff to discuss academic and behavioral progress or any other significant concern. Staff members are available via phone until 7 p.m. If either you or your child is trying to call a staff member but they do not answer, please leave a message explaining the reason for the call. Provide your full name and telephone number. Staff is expected to return phone calls within one business day. Similarly, if a staff member leaves a message on your phone, we ask that you return the call within 24 hours. In the event of an emergency, always call the main office.

## **CELL PHONE POLICY**

Students are not permitted to bring cell phones to school. If a child brings a cell phone to school, it will be confiscated and returned only to a parent or guardian. If you need to relay a message to your child during the day, please call the school directly. In addition, families are asked to refrain from using their cell phones while in the school building at all times.

## **PERSONAL BELONGINGS**

Students should ensure that any personal belongings they bring with them to school do not pose any type of distraction or physical or emotional risk to themselves or others. Students are not permitted to bring toys, cards, games, and electronics not specifically authorized by the teacher. If these materials are brought, they will be confiscated and returned only to the parent/guardian. Finally, please note that the school does not take responsibility for any personal belongings of value brought to school.

## **SCHOOL VISITORS**

East Harlem Scholars Academy welcomes families as well as other special guests to visit the school to observe classrooms. All visitors must be approved in advance by the Principal or Director of School Culture and Family Engagement. Approval required at least 24 hours advanced notice.

# ATTENDANCE

Attendance is extremely important at East Harlem Scholars Academy, as is punctuality. East Harlem Scholars Academy students arrive by 7:25 a.m. Monday to Friday, and students remain at school until 4:00 p.m. Monday through Thursday (unless they are in Prekindergarten or kindergarten and have opted for a 3:15 pickup) and until 1:15 p.m. on Fridays. Students who are part of the founding cohort may be dismissed at 5:00 p.m. if they participate in the optional after school program. On Fridays, third through fifth grade students who choose to participate in the optional after school program will be dismissed at 4:00 p.m.

*If your child is going to miss school because of an illness, please call the main office as soon as possible.* It is important that all absences are followed up within three days with a note signed by a parent/guardian or doctor. East Harlem Scholars Academy staff will call to verify all absences.

It is important that families arrive promptly for dismissal. Late-pickups unfairly cause our staff members to have to supervise students after a long, demanding workday.

If your child is running late or will miss a portion of the school day, please call the main office. Families must provide at least 24 hours notice of any early dismissal. We ask that you please try to arrange all doctor and other appointments outside of the school schedule.

All absences and tardy arrivals are noted on report cards. Students are responsible for all missed assignments and families must arrange a way to complete all missed assignments and homework.

Excused absences from school include the following:

- Medical note
- Death in the family
- Religious holidays
- Appointment related to school matters (e.g., outside evaluations by the CSE)

Please note that both excused and unexcused absences are recorded as general absences on the student's permanent record. As absences affect academic achievement, repeated absences may be reflected in the student's grades. If a student is repeatedly absent, there will be a mandatory meeting with, the Principal or Director of School Culture & Family Engagement to address the issue. Families may also be asked to meet with our Social Worker to address the underlying factors related to the student missing school. *Students who have less than 90% attendance put their promotion at risk.*

If a student is absent for the first five days of school and there has been no successful contact between the family and the school to explain his or her absences, that student will lose his or her seat from the school and be considered un-enrolled from the school. If a child is absent for five consecutive days during the school year and there has been no successful contact between the family and the school to explain the absence, the student will lose his or her seat at the school.

Suspensions are considered absences: If a student is absent from school due to suspension, these days will be treated the same as an absence.

## **ATTENDANCE POLICIES**

**No Absences in a Semester:** The student and parent/guardian are congratulated and recognized for exceptional attendance and their commitment to education.

**Three Absences in a Quarter:** If a student is absent three times in a quarter, it is considered a serious issue. The parent/guardian will be called to the school to meet with an administrator. At the meeting, the problem will be discussed and an attendance plan will be developed.

**Seven Absences in a Year:** If a student is absent seven times in a year, it is considered a serious issue. At this point, the parent/guardian will be called to the school to meet with the administration. At the meeting, the problem will be discussed and an attendance plan will be developed.

**Ten Absences in a Year:** If a student is absent ten times in a year, the student is considered a truant and is at risk of not being promoted to the next grade. The parent/guardian will be called to the school to meet with the Principal. The Principal reserves the right to retain any student who misses more than nine days of school. In addition, a report may be filed with the appropriate child services agency.

If a student arrives late to school two or more times in a week and is part of our founding cohort, then he or she will not be allowed to attend our optional Monday-Thursday and Friday after school program for the remainder of the week. If a student is late to school two or more times in a week he or she will not be allowed to attend our optional Friday after school program.

If a student has three or more late pick-ups and is part of our founding cohort, he or she will not be able to attend our optional Monday-Thursday and Friday after school program for the remainder of the quarter. If a student has three or more late pick-ups and is not part of our founding cohort, then he or she will not be able to attend our optional Friday after school program.



# UNIFORM POLICY

All students must come to school in the East Harlem Scholars Academy uniform every day. When students arrive to school and are not in proper uniform, they are given a letter identifying the uniform violation to be signed by their parent/guardian. If there are repeated violations of the uniform policy, students may be asked to wait in the main office until the parent/guardian makes arrangements to bring in a proper uniform.

We have a required school uniform for several very important reasons:

- 1) Uniforms unite our community.
- 2) Uniforms reduce distractions and clothing competition.
- 3) Uniforms help uphold our scholarly atmosphere.
- 4) Uniforms look neat and appropriate for school.

## GENERAL UNIFORM REQUIREMENTS

### Shirts

- Purchased from our uniform vendor, Student Styles
- Student wears the collared shirt with logo stitched in the fabric
- Undershirt is white

### Fleeces

- Students can wear a Student Styles fleece if they are cold in the classroom
- The fleece must be worn or tied around the student's waist if s/he gets warm

### Dress Pants/Belts

- Plain, khaki-colored pants that are the school-approved khaki shade
- Pants should fit at the student's hips and should not be too baggy or too tight
- Pants should not have more than four pockets
- Corduroy pants are not permitted
- Students should wear a plain black belt without designs

### Skorts (Girls Only)

- Skorts must be the school-approved khaki shade
- Girls must wear white leggings underneath the skort

### Shoes and Socks

- Shoes must be closed-toed, black, and rubber-soled
- Shoes should not have any designs or other colors
- Shoes must be flat (NO heels permitted)
- Flats must have a strap across the top for safety at PE and recess
- Boots cannot be visible over the student's pants and can not be worn with the skort
- Stockings or tights must be plain white

**Jackets**

- Jackets may NOT be worn in the building
- Students must bring an appropriate jacket to school at all times for outdoor recess

**Jewelry**

- Jewelry can be worn in modest amounts
- If jewelry is distracting students, it will be confiscated
- Temporary tattoos are not allowed

**Uniforms on Field Trips**

- Students should wear their full uniforms to ALL field trips

\*Students who are not in full uniform may not be allowed to attend certain classes throughout the day, and the family will be called to bring in proper attire.

**SPARE UNIFORMS**

All students must keep a spare uniform bottom, underwear, and socks in their cubby at all times in case their uniform is soiled. In the event that the school has to issue a spare uniform to a student, the parent/guardian must return the school-issued uniform washed and folded by the end of the week. Students will not be allowed to participate in field trips and will not be given their report card until all uniforms purchased by the school have been returned. If a school-issued uniform is not returned, the family is responsible for its cost.

# HEALTH AND SAFETY

## IMMUNIZATIONS

New York State law requires that all students entering elementary school be immunized. In accordance with the Department of Health and Mental Hygiene, students entering kindergarten must have the following vaccinations:

- **4 DTaP or DTP** (Diphtheria, Tetanus, Pertussis)
- **3 Hepatitis B**
- **3 OPV or IPV** (Polio)
- **1 Varicella** (Chicken Pox)
- **2 MMR** (Measles, Mumps, & Rubella)

Before a student can be permitted to enter and attend school (subject to the 14-day initial waiver requirement), the parent/guardian 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. East Harlem Scholars Academy must receive a certificate of immunization no later than **September 15, 2015**. These requirements can be waived only if a properly signed health or religious exemption is filed with the school. *After September 15, students will not be allowed to attend school if there is not a current physical and immunizations on file.*

## FIRST AID AND MEDICAL ATTENTION

Staff members handle basic first-aid needs such as dressing basic scrapes and bruises, applying Band-Aids and distributing ice packs. Staff members take student health matters seriously, and if a student needs more than basic first-aid attention or if contact with blood is a possibility, the student will be sent to the nurse. Under no circumstances will staff members administer medicine of any kind to students.

Please note that students have daily recess and P.E. and, from time to time, accidents occur without staff members being made aware. If a staff member witnesses a student injury during the course of the school day, the parent/guardian will be notified by the staff member that day.

## STUDENTS WITH ASTHMA

Students with asthma should bring an inhaler prescribed by their doctor to school to leave with the nurse. Asthmatic students should notify a Scholars Academy staff member as soon as breathing becomes difficult.

## MEDICATION ADMINISTRATION

The school nurse, with support from the leadership team, will communicate to families, students and staff the requirements for the administration of medications in school. Only those medications necessary to maintain the student in school and which must be given during school hours will be administered in school.

East Harlem Scholars Academy requires written orders from a duly licensed prescriber and written parental permission to administer medication. Under no circumstances will medication be given to a student without a fully completed 504 form signed by the family physician.

Written orders for prescription and nonprescription OTC medications should include (at minimum):

- Student's name and date of birth
- Date
- Name of medication
- Dosage and route of administration
- Frequency and time of administration
- For PRN (as necessary) medications, conditions under which medication should be administered
- Prescriber's name, title, and signature
- Prescriber's phone number

All medication will be administered as close as possible to the prescribed time. If medication is not given for any reason within the prescribed time frame, East Harlem Scholars Academy will make all reasonable efforts to notify the family that day, as the home dose may need to be adjusted accordingly.

A medication may be changed or discontinued by a written order of the licensed prescriber at any time. If a parent/guardian requests discontinuation of a prescribed medication without the prescriber's order to do the same, the school will send a confirmation to the parent/guardian with a copy to the prescriber of East Harlem Scholars Academy's intention to discontinue the medication on the parent/guardian's request.

## **STORAGE OF MEDICATION**

No medication will be stored at East Harlem Scholars Academy without knowledge of the nurse. All medications, except as otherwise arranged, will be properly secured within a health office cabinet, drawer or refrigerator.

## **REPORTING AN ILLNESS**

If your child is going to miss school because of an illness, please call the main office as soon as possible. All student absences should be followed up the next day with a note signed by a parent/guardian or doctor. Please inform the school if there are concerns or special circumstances about which we should be aware.

## **ILLNESS DURING SCHOOL HOURS**

If a student becomes ill or injured during the school day and is not well enough to remain in school, the parent/guardian will be called to pick the student up. For this reason, it is necessary to have updated emergency contact numbers on file in case no one can be contacted at home. If the person picking up the student is not his or her parent/guardian, they must be given explicit written permission from the parent/guardian.

## **FAMILY SUPPORT SERVICES**

The family support services at East Harlem Scholars Academy are provided by a full-time social worker who is available to help any student or family address social, emotional, or academic issues they may be facing. In addition, our social worker helps students work through and cope with personal and school-related stress. At East Harlem Scholars Academy, every student is entitled to counseling support and referral services. Counseling support is also extended to East Harlem Scholars Academy families in need. All counseling information remains strictly confidential to respect the privacy of students and families.

There are several ways in which students may be referred for counseling services:

- If a **parent/guardian** is interested in having their child seen by our social worker, please contact the social worker directly.
- **Students** are able to ask directly to speak with the social worker on staff.
- A student may also be referred at the recommendation of a **teacher, social worker, or administrator**.

# CALENDAR AND SCHEDULE

## START/END DATES

This year, school begins on Wednesday, August 19<sup>th</sup> for grades kindergarten through 5<sup>th</sup> and Thursday, August 20<sup>th</sup> for prekindergarten. Dismissal during the first week of school will take place at 1:00 p.m. The last day for students is June 15, 2015.

## VACATIONS/HOLIDAYS

East Harlem Scholars Academy sets its own vacation/holiday schedule. Please see our calendar for the most updated information. While our schedule generally follows that of the New York City Department of Education, there are some exceptions. Students are expected to be in school on all days that Scholars Academy is in session.

## SCHOOL CLOSINGS (BAD WEATHER)

East Harlem Scholars Academy follows the same weather response procedures as NYC public schools. For example, if the NYC public schools close due to bad weather, East Harlem Scholars Academies will also be closed. Tune in to media outlets for the announcement of closings/delays for NYC Public Schools or visit the NYC DOE website at <http://schools.nyc.gov/default.htm>

## AFTER SCHOOL PROGRAM

The Monday to Thursday after school program is *for students from the founding cohort only* and takes place from 4:00-5:00 p.m. On Fridays, the after school program is open to only students in grades 3-5 and takes place from 1:15-4:00 p.m.

## SUMMER PROGRAM

The Summer Program is a critical time to get a head start on the coming school year and to review concepts from the previous year. Students who do not meet end of year goals must attend summer program.

## SCHOOL SCHEDULE

For the first week of school (August 28<sup>th</sup>-30<sup>th</sup>), dismissal will take place at 1:00 for all scholars. After the first week, all students are dismissed at 4:00 p.m. Founding Scholars may participate in an after school program until 5:00 p.m. All students may choose to participate in our after school program on Fridays, which ends at 4:00 p.m. Students who opt out of the program will be dismissed at 1:15 p.m. on Fridays.

## DAILY SCHEDULE

7:25 a.m.	Arrival
7:30-7:45 a.m.	Breakfast
7:45-8:00 a.m.	Morning Meeting
8:00-8:30 a.m.	Reading comprehension or Core Work
8:52-4:00 p.m.	<b>Daily Instruction &amp; Recess</b> <div> <div>- Extended ELA</div> <div>- Writing</div> <div>- Extended Mathematics</div> <div>- Spanish</div> <div>- Interventions &amp; Centers</div> </div> <div> <div>- Science</div> <div>- Social Studies</div> <div>- Music</div> <div>- PE</div> <div>- Inquiry Projects</div> </div>
4:00 p.m.	Dismissal
5:00 p.m.	Monday – Thursday After School Dismissal (founding cohort only)

# ACADEMICS

## ELA

Research shows that the number one way to improve a student's reading skills is to have them READ, READ, READ! Students who read frequently outside of school are generally the students who are the best readers and who score higher on reading tests. Supporting your child's independent reading at home is the number one way to help him or her to succeed in school. Time spent reading helps improve your child's speed, accuracy, vocabulary, and comprehension. Although East Harlem Scholars Academy students have high-quality reading instruction and reading time during school, they must READ, READ, READ at home every night and weekend and during any vacations from school. *Families should ensure that students are reading for at least 20 minutes every night and every day on weekends.* You can support your child's reading by asking him or her to read out loud to you or to tell you what is happening in the book he or she is reading. It is particularly helpful to ask your child what happened first, next, and last. You should also stop him or her occasionally to ask questions. Throughout the year, the school offers family tips for reinforcing literacy development at home.

We ask that you please do not sign your child's reading log if you have not actually read with them. Please make sure to READ, READ, READ!

## INDEPENDENT READING DURING CLASS

Students should have an independent reading (IR) book with them at all times. Usually, this IR book is kept in a bag inside the student's chair back. Because students will always have their IR books with them, students are expected to take out a book and read when they have extra time. The teacher may assign another activity for when students are done working, but if the teacher does not, students should know to "assign themselves" to take out their book and read.

## HOMEWORK

A key part of the academic program at East Harlem Scholars Academy is the homework that every student receives each night.

If a student's homework is late, missing, incomplete, or of poor quality, or if the Reading Log is not completed properly, then the student may face consequences. The student may be required to make up the work during breaks, meal times, or recess, or the student may be required to complete additional assignments.

## HOMEWORK SUPPORT

Since we are committed to our mission of preparing our students with the academic skills to be successful in high school and college, we strongly emphasize the accurate and thorough completion of homework. Our students are still developing their homework and work skills and they need your support at home. At times, many of the assignments require you to complete them with your child. Please reach out to



the teacher if you need more clarification. Homework completion and effort is logged into our school database system, which is used to determine grades in each class.

## **MAKE-UP WORK FOR ABSENCES**

Students who are absent are expected to make up the class work and homework when they return to school. All missed, incomplete or incorrect work must be completed. It is the student and parent/guardian's responsibility to check with the teachers regarding all assignments. The time generally allowed to complete this work will be the number of days the student was absent. For example, if a student was absent for one day, then he/she will have one day to make up any missed work.

## **CHEATING**

Cheating is a serious offense. If a student copies another student's work or if a student gives another student his/her work, it is considered cheating (academic dishonesty), and the student will receive a serious consequence for this infraction.

## **PLAGIARISM**

Plagiarism involves the stealing of someone else's ideas or words as one's own or the imitation of the language, ideas, and thoughts of another author (or person) and then passing them off as the student's own original work. If a student plagiarized and forges a signature, this is also considered academic dishonesty. Students will receive a serious consequence for this infraction.

## **STUDENT SUPPORT SPECIALISTS**

### Reading Specialist

Our full-time Reading Specialist, who provides both push-in and pull-out services, sees students who are struggling to read on grade level. Reading intervention is given to small groups of students two to five times a week. These groups work to master the skills that are preventing expected reading development.

### English Language Learning Specialists

Our full-time ELL Specialist and ELL Support Specialist work with students for which English is not their first language to address their needs and to provide them with strategies to use during whole-class lessons. Intervention services are provided to small groups of students two to five times a week.

## **PROMOTION TO THE NEXT GRADE**

Students may be retained in their grade at the end of the year for any one of, or combination of, the following factors:

- Students who fail to meet proficiency in a core subject (Reading, Writing, Math, Social Studies, Science) may be retained.
- Students who have less than 90% daily attendance may be retained.
- Students whose behavior has not shown adequate growth or improvement, or is not at a sufficient level, may be retained.

# FAMILY ENGAGEMENT

East Harlem Scholars Academy highly values family involvement and we cultivate the school-to-family connection to support our scholars' success. Our promise triangle provides a framework for building a school community in which families and educators work together to help our scholars realize their best selves. Through our Family Council, regular family engagement activities, and communications, we collaborate with families to ensure that everyone does their part.

One of the keys to the success of East Harlem Scholars Academy is the strong working relationship and constant communication between families, teachers, and students. The school actively provides a variety of opportunities for families to get involved.

## **WHAT ARE A FEW WAYS FAMILIES CAN GET INVOLVED?**

Our families are always asking for ways to get involved. Below are a few ways in which you can do so.

- Take on a leadership position in our Family Council
- Attend Family Council meetings
- Participate in our pot-luck dinners, Thanksgiving Celebration, Three Kings Day, and other school events
- Attend our weekly Community Circle
- Get involved in literacy activities with your child
- Attend student in-class performances and presentations
- Chaperone school trips
- Inform us of community events in which the school can participate
- Help with Picture Day
- Carpool with other families
- Volunteer in the Main Office

If there are additional volunteer opportunities you would like to suggest, please feel free to contact us.

As with all others present in the building, family members and their guests are asked to conduct themselves in a manner conducive to the school culture we strive to create. Family members who do not do so are subject to restricted access to our building, in which case they will not be allowed past the security desk at the main entrance at any time. Restricted access status for any individual is issued at the discretion of the Principal.

## **CLASSROOM FAMILY EVENTS**

Each month, classroom teachers invite families for an academic showcase of student work. It is East Harlem Scholars Academy's goal that 100% of families come to at least one of the Academic Showcases each quarter. This is a great opportunity to learn more about the exciting projects your child is working on in school.

## **MONTHLY FAMILY NEWSLETTER**

On the last Friday of each month, families receive a class newsletter. The newsletter allows families to learn about classroom events, curriculum updates, and student achievements.

## **FAMILY COUNCIL**

Families are encouraged to participate in our Family Council. The **aims** of the Family Council are to:

1. Support families to actively participate in school decision-making
2. Foster opportunities for families to develop additional skills for providing their children with instructional and social support
3. Furnish opportunities for family involvement to help support the school's stated goals, objectives, and standards
4. Provide families with additional strategies and techniques for assisting their children with home learning activities
5. Provide families with opportunities to access or participate in school and community programs and support services that support student learning and overall development
6. Build an effective school-family partnership in which families and staff feel equally empowered and equipped to adequately and effectively meet students' needs
7. Promote two-way (school-to-home and home-to-school) communication about school programs and students' progress to help promote the school's mission

## **FAMILY WORKSHOPS**

East Harlem Scholars Academy provides several family workshops throughout the year. These workshops focus on issues related to a variety of topics like parenting, education, nutrition, etc. These workshops are intended to provide families with educational tools that build the home-school relationship as well as to help families develop their leadership skills in governance and advocacy so that they may actively and effectively participate in school decision-making.

## **FAMILY SURVEYS**

Family surveys are given by the school one time during the school year and once by the NYCDOE to evaluate families' views of the effectiveness of the academic program, school culture, operations, and communication at East Harlem Scholars Academy. The results are compiled, analyzed, and included in the annual school report. The leadership team also reviews the results carefully and uses the information to inform future decisions.

## **ANNUAL TITLE I FAMILY INFORMATION MEETING**

The school convenes a meeting at the beginning of the school year to inform families of the Title I School-wide Plan, and to explain both Title I requirements and the rights of families to be involved in Title I programs.

## **FAMILY CONFERENCES**

The school holds three days of family conferences throughout the school year. The family conferences are formal meetings for families and teachers to discuss student progress and to build strategies to help students to be more successful. Additionally, conferences help families understand the academic achievement standards as they apply to their child's progress and performance. Teachers use this opportunity to display student work and to hand out report cards. Conferences at other times of the year are available by appointment.

## **FAMILY CONCERN FORM**

East Harlem Scholars Academy is committed to maintaining a strong partnership and ongoing dialogue between its teachers, staff, and families. If you have a concern about a school policy, academic grade, discipline decision, or anything else, we welcome your input and encourage you to contact the appropriate staff member at the school. Families are encouraged to use the family concern form to describe an incident/issue and to submit the form to the Principal or Director of Curriculum and Instruction. These forms are located in the main office.

## **FAMILY COMMUNIQUÉS**

Families receive a communiqué from the Principal every other week with important updates and announcements. All families are expected to read and to sign the communiqué, then follow up accordingly.

## **STUDENT REPORT CARDS**

Four times a year, families receive an individual report card, which outlines their child's progress in each subject area. In addition, mid-way through each quarter, teachers send home a progress report. Report cards clearly articulate and connect student achievement to relevant areas within state academic standards. The purpose of the report card is to formally document student progress and to communicate successes and concerns to families. Families are required to sign and return the forms to the school to be included in each student's file.

## **FAMILIES IN ECONOMIC HARDSHIP**

Families who present proof that they receive public assistance and that they are in financial hardship are entitled to free school uniforms. When requesting a free school uniform, you must provide the social worker with a copy of your budget letter in order to verify your public assistance benefits.

Uniforms **must be requested on the dates below:**

Fall Uniform	Winter Uniform	Spring Uniform
Request at the Annual Family Picnic, Back to School Night, or during the first week of school	Request during Family Conferences in November	Request during Family Conferences in January
1 short sleeved polo shirt* 1 long sleeved polo shirt*	1 long sleeved polo shirt*	1 short sleeve polo shirt*

\* Scholars receive two of each shirt in the first year with Scholars Academies.

# SCHOOL CULTURE

The goal of East Harlem Scholars Academy is to create a school culture in which students develop the strength of character and social and emotional well-being to realize their best possible selves. All classrooms use a color-coded system that serves as a visual reminder of our behavior system. There are four colors, each with a different meaning that helps our students self monitor their own behavior and choices. When a student does not uphold East Harlem Scholars Academy core values, he or she has his or her pin moved down to the next color. If a student is exceeding the behavioral expectations by positively demonstrating our core values, a student has his or her pin moved up.

Each day, the classroom teachers send home a report of the student's behavior. Students earn a color based on their behavioral performance for that day.

Colors	This means that the student is:	At home a parent/guardian should:
Blue	Exceeding behavioral expectations; he or she is learning and helping those around learn	<ul style="list-style-type: none"> <li>• Praise your child for excellent work</li> <li>• Discuss why he or she earned blue and which core value was exemplified</li> <li>• Encourage your child to keep up the good work</li> </ul>
Green (All students begin their day on green)	Meeting behavioral expectations; he or she is learning	<ul style="list-style-type: none"> <li>• Praise your child for doing what is expected</li> <li>• Discuss some goals for the following day</li> <li>• Encourage your child to keep up the good work</li> </ul>
Yellow	At the reminder level, the scholar is beginning to miss learning and needs to get back on track	<ul style="list-style-type: none"> <li>• Discuss how your child's day went and have him or her reflect on why he or she needed a reminder</li> <li>• Establish some goals for the following day</li> <li>• Encourage your child to make better choices</li> </ul>
Red	Below the behavioral expectations; learning has been seriously interrupted and the	<ul style="list-style-type: none"> <li>• Discuss how the day went and have your child reflect on how he or she feels about</li> </ul>

	behavior is unacceptable	being on red <ul style="list-style-type: none"> <li>• Discuss how your child can behave in the future if in the same situation</li> <li>• Your child should lose a privilege <b><u>that evening</u></b> (e.g., no play time after dinner)</li> <li>• Have your child write or draw his or her goal for the following day</li> <li>• Post the goal to serve as a reminder for the next day</li> <li>• Encourage your child to do better</li> </ul>
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Families will hear their child constantly referring to the choices that he or she is making and how those choices are affecting learning in class. We persistently remind our students that we are in school to learn and we must work hard to maximize that learning and to realize our best possible selves. Our students know that learning is not only academic and that all learning is important. All community members are working to achieve our mission of graduating students with the academic skills necessary to succeed in high school and college and to lead in their communities.

## DAILY BEHAVIOR COMMUNICATION LOGS

Each night, your child will come home with a behavior communication log, which must be signed and returned the following day. We ask that families review the log with their child daily and follow up as suggested on the chart above. Doing so helps send a consistent message that behavioral choices can advance or limit learning.

## SCHOLAR OF THE WEEK

Each week at Community Circle, we celebrate a different student from each class who has demonstrated the East Harlem Scholars Academy core values. This student is recognized as our Scholar of the Week. We feature these students on our culture bulletin board and allow these students to wear their medal throughout the week. At Scholars Academy, we believe strongly in the importance of recognizing students who go above and beyond what is asked of them. With the belief that all our students can meet and exceed our expectations, it is our goal that every student will be selected at least once throughout the year as a Scholar of the Week.

We encourage families to review the Scholar of the Week nomination rubric below with their child and to discuss how he or she can demonstrate our core values.

Scholar of the Week Core Values	What This Looks Like at Scholars Academy
<b>SERVICE</b>	<p>I help my team and my family at school.</p> <p>I give back to my school community, not because I am asked to but because I know it is the right thing to do.</p>
<b>COURAGE</b>	<p>I am not afraid to make mistakes in front of others.</p> <p>I stand up for my classmates and do the right thing, even when it is difficult.</p>
<b>HUMILITY</b>	<p>I apologize when I make a mistake.</p> <p>I never boast or brag, and I am always looking to improve for the better.</p>
<b>ORIGINALITY</b>	<p>I am proud of who I am but am also eager to learn from others.</p> <p>My actions and my words reflect my best self.</p>
<b>LEADERSHIP</b>	<p>I take initiative and help others when they are having a difficult time.</p> <p>I support and encourage my classmates because I want everyone to be their best self.</p>
<b>ACHIEVEMENT</b>	<p>I work hard. I do my homework and class work to the best of my ability.</p> <p>My grades and test scores are getting better and better because of my determination to succeed.</p>
<b>REFLECTION</b>	<p>I learn from my mistakes and try to make better choices each day. I apologize when I am wrong.</p> <p>I tell the truth and take responsibility for my good and bad choices.</p>

## CONSEQUENCES FOR GOOD CHOICES

- Precise praise (both public—in front of the whole class—and private)
- Positive phone calls and notes on daily behavior logs
- Weekly values awards recognized at the school wide Community Celebration
- School Celebrations for students who have demonstrated positive behavior choices and have a majority green or blue days
- Classroom responsibilities



## **CONSEQUENCES FOR POOR CHOICES**

At East Harlem Scholars Academy, we use a problem-solving approach to help students identify the behaviors that will allow them to realize their best possible selves. Consequences are also actively used as necessary. Students are always asked to reflect on the choices that they make. Whenever possible, a logical and immediate consequence will be given. Consequences may include, but are not limited to:

### **❖ Logical and Immediate Consequence:**

- Verbal correction
- Written reflection
- Loss of privilege
- Make up assignment for missed work
- Time Out in the classroom
- Send Out: Time Out with an administrator
- Note home
- Call home
- Apology
- Community Service
- Lunch Detention
- Recess Detention
- Morning Detention
- Upstairs Dismissal/Conference with Administrator
- In School Reflection (Partial Day)
- Restorative Justice: Family restorative conferences and classroom circles
- Grade level switch
- Before or After School Detention
- Behavior Contract
- In-School Suspension
- Parent shadowing
- Restriction of participation in after school and/or extracurricular activities

### **❖ Additional Support:**

- Joint Conference (Administrator/Teacher)
- Family meeting
- Homework assignment with family support required
- Specialized behavior plan/contract
- Crisis Prevention Intervention, including nonviolent physical restraint if absolutely necessary

## **REFLECTION SPACE**

Each classroom has a designated space available for students who are asked to take time out in order to reflect about their behavior choices or “cool down” and refocus on their learning. Teachers may ask a student to spend time in the reflection space when his or her behavior is disruptive and other attempts to get the student back on track have not been successful. The student may be asked to

fill out a reflection sheet or an apology of action that assists in the reflection process. The student rejoins the group after the teacher is satisfied that the student is ready to return to learning, generally within a few minutes.

## **SEND OUT**

When a student has been to the reflection space and has continued to still not meet the behavioral expectations, the teacher may send the student to the Culture Support Team for a conference. An appropriate consequence is assigned and a phone call or note home explaining the incident may also be made.

## **PHYSICAL RESTRAINT**

In the event that a student is exhibiting behaviors that are unsafe to him/herself and/or others, a trained staff member may physically restrain the student to prevent injury to him/her and/or others. Non-violent crisis intervention techniques are used to support the student to calm down at their own pace and to return to exhibiting safe behaviors. It is the policy of East Harlem Scholars Academy to avoid restraint at all times, but in the cases that it may be necessary families will be notified immediately.

## **BULLYING AND CYBER-BULLYING**

Bullying is not tolerated or permitted at East Harlem Scholars Academy. Bullying occurs when someone experiences repetitive and ongoing hurtful things to which they are unable to defend themselves. When bullying is reported to any staff member, staff follows protocols outlined in New York State's Dignity for All Students Act and uses the evidence-based practices to promote a safe and positive school culture.

The Dignity Act defines "cyberbullying" as harassment or bullying that occurs through any form of electronic communication. Cyberbullying can include, among other things, harassment by way of email, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems, tweeting, or social media websites. Cyberbullying is inappropriate and not permitted at Scholars Academy.

Disciplinary action for bullying may include the following: referral to counseling, restorative approaches, detention from class or activities, suspension, or other consequences deemed appropriate by the Principal.

## **SHORT-TERM SUSPENSION**

A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of five or fewer days. A student who has committed any of the infractions listed below may be subject minimally to a short-term suspension. The Principal reserves the right to adjust the punishment for each infraction per his or her judgment. Infractions include, but are not limited to:

### Disciplinary Infractions

- Attempt to make aggressive physical contact with any student or staff member
- Vandalize school property
- Endanger the physical safety of another by the use of force or threats of force
- Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, or welfare of others
- Behave insubordinately
- Fail to complete assignments or carry out basic directions
- Steal, or attempt to steal, or possess property known by the student to be stolen
- Abuse school property or equipment
- Use obscene or abusive language or gestures
- Engage in acts of verbal or physical sexual harassment
- Commit any other act that school officials reasonably conclude disrupts the learning environment of the school
- Repeatedly commit minor behavioral infractions, which, in aggregate, may be considered an infraction subject to formal disciplinary action

### Procedures and Due Process for Short-Term Suspension

The Principal may impose a short-term suspension, and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short-term suspension, or other, less serious discipline procedure, the Principal shall provide notice to inform the student of the infraction that was committed, and if the student denies the infraction, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

Before imposing a short-term suspension, the Principal shall immediately notify the families or guardian in writing that the student may be suspended from school. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the families or guardian of their right to request an immediate informal conference with the Principal. The families or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions.

The Principal decision to impose a short-term suspension may be challenged by the parent/guardian in accordance with the charter school's formal complaint process.

## **LONG-TERM SUSPENSION/EXPULSION**

A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. A student who is determined to have committed any of the infractions listed below may be subject to a long-term suspension or expulsion. Infractions include, but are not limited to:

### Disciplinary Infractions

- Possess, use, attempt to use, or transfer of any weapon or other dangerous object of no reasonable use to the student in school
- Commit, or attempt to commit arson on school property
- Attempt to make aggressive physical contact with any student or staff member
- Intentionally cause physical injury to another person, except when student's actions are reasonably necessary to protect him or herself from injury
- Vandalize school property causing major damage
- Commit any act that could constitute a crime or is a more egregious infraction described under "short-term suspension", which school officials reasonably conclude warrants a long-term suspension

A student who commits any of the acts previously described as causes for short-term suspension may, instead or in addition, be subject to a long-term suspension at the Principal's discretion only if the student has committed the act at least three times in the academic year.

#### Procedures and Due Process for Long-Term Suspension

The Principal may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Principal also shall immediately notify the student's parent/guardian in writing. Such notice will provide a description of the incident or incidents, which resulted in the suspension and shall indicate that a formal hearing will be held on the matter, which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language spoken by the parent/guardian. At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the parent/guardian in accordance with the charter school's formal complaint process.

#### Firearm Violations

Federal and New York law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC § 921, and includes firearms and explosives. (New York Education Law

§3214 effectuates this federal law.) The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

#### Provision of Instruction During Removal

East Harlem Scholars Academy will ensure that alternative educational services are provided to a student who has been suspended or removed to help that student progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school for a reasonable period thereafter or until the end of the school year.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the student's home, a contracted facility (e.g., in the school district of location), or a suspension room or other room at the school. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals who shall be certified or qualified in accordance with § 2854(3)(a-1) of the Education Law and the federal *No Child Left Behind* Act: the student's teacher(s), aides or trained volunteers, individuals within a contracted facility, and/or a tutor hired for this purpose.

## **SPECIAL EDUCATION**

In accordance with the State Education Law Section 2853(4) et al, East Harlem Scholars Academy provides services required by a student's Individualized Education Plan (IEP), either directly, by contract or by agreement with the school district. East Harlem Scholars Academy offers a variety of intervention services to its students. Students with an Individualized Education Plan (IEP) for Collaborative Team Teaching are placed in a CTT class, as mandated in their IEP. In addition, students who have an IEP for related services can receive these services during the school day. Related services include speech, occupational therapy, physical therapy, or counseling. East Harlem Scholars Academy partners with agencies or the DOE to secure licensed providers to offer these services.

East Harlem Scholars Academy has a full-time licensed social worker on site to address the needs of students who have an IEP for individual or group counseling. In addition, the social worker works with other individuals and groups of students who are struggling with social and emotional concerns.

All special education services at East Harlem Scholars Academy take place during the regular school day, or sometimes during the after school program for those students in our founding cohort who stay until 5:00 p.m.

East Harlem Scholars Academy communicates with families of students with disabilities on an ongoing basis regarding the progress their children are making, their children's IEPs and ways that families can support the education and development of their children with disabilities. East Harlem Scholars Academy provides written periodic progress for each student, as well as copies of all report cards, to the families of each special education student. Families are encouraged to contact and/or meet with their children's teachers and East Harlem Scholars Academy administrators at any time to discuss concerns, questions or complaints about their child's IEPs and the services provided to their children.

If a student enrolls in East Harlem Scholars Academy and is suspected of having a disability, the Principal will review information regarding the student suspected of having a disability, in cooperation with the student's teachers. In accordance with the review, the school will consider or provide remediation with supplementary aides or support services as necessary. If there remains a suspicion of a disability, the student will be referred in writing to the chairperson of the CSE for an individual evaluation and determination of eligibility for special education programs and services.

# **FAMILY EDUCATIONAL RIGHTS**

The Family Educational Rights & Privacy Act (FERPA) is a Federal law designed to protect the privacy of students' education records. FERPA gives families certain rights with respect to their children's education records. Those rights are explained below.

- Families or eligible students have the right to inspect and review all of the student's education records maintained by the school. For records including information on more than one student, families are limited only to information pertaining to his/her child. Schools are not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for families or eligible students to inspect the records. Schools may charge a fee for copies.
- Student records or other identifiable information are maintained in a secure location to ensure confidentiality. Records that are no longer required or need to be disposed are done so in a manner that ensures confidentiality and security.
- Families and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school decides not to amend the record, the parent/guardian or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent/guardian or eligible student has the right to place a statement with the record commenting on the contested information in the record.
- Generally, schools must have written permission from the parent/guardian or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:
  - School officials with legitimate educational interest
  - Other schools to which a student is transferring
  - Specified officials for audit or evaluation purposes
  - Appropriate parties in connection with financial aid to a student
  - Organizations conducting certain studies for or on behalf of the school
  - Accrediting organizations
  - Judicial orders or lawfully issued subpoenas
  - Appropriate officials in cases of health and safety emergencies
  - State and local authorities, within a juvenile justice system, pursuant to specific State law

## **PROCEDURE FOR ACCESSING STUDENT RECORDS**

1. A parent/guardian may request to review his or her child's student file. Any person requesting to review a student file must request it in writing and submit it to the main office.
2. The Operations Manager will review the request and determine whether to release the information to the requester. If the requester is not a

parent/guardian, a *Consent for Release of Student Information* letter will be sent to the parent/guardian for permission.

3. Once permission is granted to review a student's file, the requester must sign the *Record of Access* form. If a student has an IEP, the requester must also sign the *Confidential File Access Log* form in the student folder.

## **PROCEDURE TO AMEND OR APPEAL STUDENT RECORDS**

1. If a parent/guardian believes the education records relating to the student contain information that is inaccurate, misleading, or in violation of the student's right to privacy, he or she may ask that the record be amended. A parent/guardian may express the appeal in writing to the Principal and must include the following:
  - Information that is claimed to be inaccurate, misleading, or in violation of the student's privacy rights
  - Records in which the parent/guardian believes the information is contained
  - Basis for the claim (i.e., why he/she believes the information is inaccurate, etc.)
  - The parent's/guardian's proposed change
2. The Principal will review the request and make a determination within fifteen school days of receiving the letter. The Principal will provide the parent/guardian with a written response to the request and explain the reason for his/her decision. If the action is warranted, the school may decide to remove, modify, or expunge the information in the record. Removing, modifying, or expunging an entry is not an admission that the entry was improper or that any person acted improperly by including the entry on the record.
3. If the request is denied or no ruling is made in the allotted time, the parent/guardian has the right to appeal the decision to the Board of Directors within twenty school days from the adverse ruling or failure to rule.
4. A hearing officer will be appointed by the Board of Directors. A hearing will be held within twenty school days after the parent/guardian files the request with the Board, and the parent/guardian will be given notice of date, place, and time of the hearing with sufficient advance notice.
5. A parent/guardian will be given the opportunity to present the appeal and may be assisted or represented by individuals of his or her choice or own expense. The hearing officer's decision must be based solely on the evidence presented at the hearing.
6. A written report containing a summary of the evidence and the reasons for the decision will be issued fourteen calendar days from the conclusion of the hearing. If necessary, the hearing officer will direct the Principal to amend the records accordingly and inform the parent/guardian in writing. The hearing officer's decision will be final. If the parent/guardian does not agree with the decision, the parent/guardian has the right to place a statement in the record commenting on the contested information or stating why he/she disagrees with the decision of the hearing officer, or both.



# FREEDOM OF INFORMATION LAW

East Harlem Scholars Academy complies with New York State's "Freedom of Information Law" (FOIL). When the school receives a request for information under the Freedom of Information Law, it responds to it in the following manner:

- Within five business days of receipt of a written request, the school shall make the information available to the person requesting it, deny the request in writing, or provide a written acknowledgment of receipt of the request that supplies an approximate date, which shall be reasonable under the circumstances, for when the request will be granted or denied.
- If East Harlem Scholars Academy determines to grant access to the requested information, and if circumstances prevent disclosure to the person making the request within twenty business days of the acknowledgment of receipt of the request, the school shall state, in writing, both the reason for the delay and a date certain, within a reasonable period of time, depending on the circumstances, when the request will be granted in whole or in part. Failure of the school to conform to the provisions of paragraph one above or this paragraph two, shall constitute a denial of the request for information.
- If an individual is denied access to a record, he or she may, within 30 days (or such period as defined by law, as may be modified over the course of the charter), appeal such denial to the Principal.
- Upon timely receipt of such an appeal, East Harlem Scholars Academy shall, within 10 business days of the receipt of the appeal (or such period defined by law, as may be modified over the course of the charter), fully explain the reasons for further denial or provide access to the record sought. The school also must forward a copy of the appeal, as well as its ultimate determination, to the New York State Committee on Open Government.

Exceptions to disclosure: East Harlem Scholars Academy may deny access to a requested record for a variety of reasons, including that: a) such access would constitute an unwarranted invasion of personal privacy; b) such access would violate either state or federal law; c) such records are compiled for law enforcement purposes; and/or d) such records are inter agency or intra agency materials which are not statistical or factual tabulations of data, instructions to staff that affect the public or a final policy. Except for records specified in Public Officers Law §87(3), the school shall not be required to prepare any record that it does not maintain or have in its possession.

# FORMAL COMPLAINTS

## THE NATURE OF A FORMAL COMPLAINT

In the event that an individual feels East Harlem Scholars Academy has committed a violation of the school's charter or of the law, he or she may choose to file a formal complaint against the school. Examples of such violations include:

- An IDEA violation involving the discipline of a special education student
- A state law violation such as inflicting corporal punishment on a student
- A Charter Schools Act violation including failure to follow the stated admissions policy

## FILING A FORMAL COMPLAINT

Please note that formal complaints must be presented in writing. You may use the Formal Complaint Form (available in the main office) if you wish. The complaint must include:

1. The nature of the violation
2. The facts on which the complaint is based
3. The signature and contact information of the person filing the complaint
4. If alleging a complaint about a specific child:
  - The name and address of the child on which the complaint is based
  - A statement about the nature of the child's problem
  - A potential resolution of the problem

Complaint forms should be sent to:

*Cheyenne Batista São Roque, Founding Principal, Managing Director  
East Harlem Scholars Academy  
1573 Madison Ave.  
New York, NY 10029  
(212) 348-2518*

*or*

*Jeffrey Ginsburg, Executive Director  
East Harlem Scholars Academies  
1573 Madison Ave.  
New York, NY 10029*

## Reviewing a Formal Complaint

- Upon receiving a grievance, the Education and Accountability Committee of the Board will review the Formal Complaint Form and supporting documents, and will determine whether further action is necessary.
- If no further action by the Committee is deemed necessary, the individual filing the complaint will receive notification within ten (10) business days.

- If further action is deemed warranted by the Committee, an interview of the individual filing the complaint will be conducted within thirty (30) business days of the initial complaint. After the interview is conducted, if a decision is reached, the individual filing the complaint will be notified within seven (7) business days of the interview, and, if necessary, remedial action will take place as quickly as possible. If more information gathering is needed after the initial interview, the interview process will repeat as above until a decision is reached. In general, the Committee will strive to resolve all formal complaints within sixty (60) business days from the time of issue.
- The committee will share its decision and recommendations to the school's Board of Trustees as part of its next scheduled meeting.
- If the individual who filed the complaint does not agree with the decisions made by the Board of Trustees, an appeal may be made to the SUNY Board of Trustees and should be sent to:

*Grievance Desk, Charter Schools Institute*  
*41 State Street*  
*Suite 700*  
*Albany, NY 12207*  
*Or*  
[charters@suny.edu](mailto:charters@suny.edu)

## **INFORMAL COMPLAINTS**

In the case of an informal complaint, families are encouraged to take their grievances to the staff person who is directly involved in the incident or situation. If the conflict is not successfully resolved, families should bring the complaint to that person's supervisor. If still not adequately resolved, families may take their grievances to the Leadership Team for resolution with the involved parties.

Examples of informal complaints include:

- My child's homework is too difficult
- Another student in my child's class is coping his or her classwork
- I want to change my child's class

## Parent/Guardian Signature Page

I have read the 2015-16 East Harlem Scholars Academy Family and Student Handbook in its entirety and agree to the policies and procedures of East Harlem Scholars Academy.

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Student Name

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Parent/Guardian Name

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Parent/Guardian Signature

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Date

### **Section 504 Policies**

The School complies with its obligations under Section 504 of the Rehabilitation Act consistent with legal requirements and best practices as may be applicable to charter schools

## 2. Addressing the Needs

### (a) Mission and Vision

**Provide the mission statement and vision for the proposed charter school.**

#### *Mission Statement*

Founded upon the 53 year-old legacy of the East Harlem Tutorial Program, the mission at East Harlem Scholars Academy Charter School II is to prepare students with the academic skills, strength of character and social and emotional well-being to excel in high school and college, to lead in their communities and to realize their best possible selves.

East Harlem Scholars Academy Charter School II (East Harlem Scholars II), like its predecessor East Harlem Scholars Academy Charter School which opened in August 2011, represents an expansion of East Harlem Tutorial Program's mission, programs and delivery of service to the children of the East Harlem community. Having provided successful programs that support school day instruction for over fifty years, East Harlem Tutorial Program's Board of Directors, through a re-visioning and strategic planning process, concluded that it was in the position to leverage its experience and unique teaching and learning model to dramatically increase its impact on children and youth in East Harlem. Specifically, East Harlem Tutorial Program decided to extend its academic focus and role from that of an organization that delivered instructional, remediation and enrichment services that supplement school-day and school-year academic programs of K-12 schools to include involvement as a full and substantial partner in the design and implementation of a public charter school. East Harlem Scholars Academy Charter School was the first concrete result of this decision. East Harlem Scholars II is proposed as the second charter school that will advance the vision to have an increasing positive impact on the educational trajectories of East Harlem children.

East Harlem Scholars II will be a replication of East Harlem Scholars Academy Charter School and as such will be another high-performing, student-centered learning environment that shares the philosophy and values of its founding organization, East Harlem Tutorial Program. East Harlem Tutorial Program and East Harlem Scholars II, as well as East Harlem Scholars Academy Charter School, are grounded in the following shared guiding principles:

- **All children can and will succeed when provided a great education.** We challenge our students with a demanding academic program and stimulating learning environment so that they develop the skills necessary to succeed in high school and graduate from competitive colleges.
- **The best learning occurs when children engage in higher-order, critical thinking.** To thrive in the 21<sup>st</sup> century work force and successfully pursue boundless possibilities, our students learn to question, analyze and apply their learning meaningfully. Students develop the essential critical reasoning and leadership skills to succeed in their endeavors, both inside and outside the classroom.
- **A nurturing and supportive environment supports students' love of learning and of themselves.** We place a premium on students' cognitive, creative, social and emotional growth and physical health, blending rigor with joy to ensure our scholars are inspired to learn. Students explore their individual aspirations through the school experience, developing rich personal connections to their learning.
- **Self-awareness promotes dynamic leadership and global understanding.** Our learning community instills in all scholars a deep sense of self-esteem, cultural pride and global responsibility so that they become active citizens of the 21<sup>st</sup> century and develop into their best possible selves. Diversity is an asset to our learning space, and our scholars are engaged with and aware of different backgrounds and perspectives as they develop a rich understanding of the world in which they live.

- **Active community engagement richly enhances educational opportunities.** Families and the wider community are mutual stakeholders in our scholars' educational success. Having access to a comprehensive support system positions students to reach their fullest potential, and our scholars' commitment to service promotes our vision of social justice and a desire to help those in need.

## **Key Design Elements**

During the renewal term, East Harlem Scholars will grow to become a K-8 school that serves students in CSD 4 in Manhattan with an admissions preference for English language learners (ELLs). East Harlem Scholars shares the core beliefs and guiding principles of its Partner Organization, EHTP.

The following are the original key design elements of East Harlem Scholars which have been expanded to reflect its expansion to the middle school grades. These key design elements are fundamental to the school's success in achieving its mission.

### *Culture of Excellence*

First and foremost, East Harlem Scholars promotes a culture of academic excellence and guides each student in achieving his or her academic potential. At the heart of the school's commitment to academic excellence is the setting of high expectations and the belief on the part of all members of the school community that all students can learn<sup>1</sup> and meet or exceed New York State performance standards inclusive of the Common Core Learning Standards (CCLS) and the internalization by each staff member that he or she plays a critical role in every child's success. This is evidenced thoroughly, meaningfully and consistently throughout the school. All too often, adult educators and role models send "mixed signals" to youth in historically marginalized communities—saying that they believe in them while acting as though they have little confidence in the students' capacity to succeed. At East Harlem Scholars, the school's commitment to high expectations and confidence in its students' ability to learn is reflected in curricula, instruction, in school culture, and the interactions between students and adult members of the school community. Our accountability goals reflect the high expectations we have of our students.

### *Student-Centered Approach to Learning*

Instruction in the elementary school has utilized the Gradual Release of Responsibility (GRR) model. This teaching model shifts the cognitive load slowly and purposefully from teacher-as-model, to joint responsibility, to guided instruction, to collaborative or independent practice and application by the learner. By gradually assuming increasing responsibility for their learning, students become competent, independent learners. This "Say/See/Do" teaching model (S/S/D) will continue to be the overarching method of instruction in the middle school classroom as well. Further, middle school instructional practices will be aligned with the way the adolescent brain learns based on the body of research in the field. This means avoiding cognitive overload by chunking concepts, checking for understanding after every chunk (as opposed to at the very end of the lesson), connecting new concepts to background knowledge (short term memory to long term memory), employing visual instructional plans and using practices that require 100% participation of all students so that every student is engaged in classroom instruction (active participation).

By allowing students to actively participate in their own learning through discussion and collaboration, the GRR or S/S/D model allows students to engage more fully in higher order skills. Importantly, the peer learning aspect of these methodologies is highly effective in working with classrooms of heterogeneous students, including students with disabilities (SWD)<sup>2</sup>, English language learners (ELLs)<sup>3</sup> and Title I students. The instructional model requires the use of assessment data by teachers to differentiate instruction by identifying student need and tailoring instruction and small group composition. East Harlem Scholars comprehensive assessment program includes a variety of tools, such as standardized and teacher made assessments, as well as ongoing daily teacher observations of students' performances to support differentiation in instruction.

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<sup>1</sup> See *Strengthening At-Risk Students' Affiliation with the School*, a research brief prepared for the Principal's Partnership (a program of the Union Pacific Foundation) by Christi Edge, Secondary Education, University of South Florida, 2009, <http://www.principalspartnership.com/affiliation.pdf>

<sup>2</sup> Stevens, R. J., & Slavin, R. E. (1995). Effectiveness of a cooperative learning approach in reading and writing on academically handicapped and non-handicapped students. *Elementary School Journal*, 95, 241–262.

<sup>3</sup> Kong, A., & Pearson, P. D. (2003). The road to participation: The construction of a literacy practice in a learning community of linguistically diverse learners. *Research in the Teaching of English*, 38, 85–124.



Collaborative work and small group and classroom wide discussion are crucial components of the GRR or S/S/D model. That time allows the teacher to engage students in central questions that prompt metacognition. Questions like “Why?”, “How do you know”, “How did you do/find/discover” all require students to reflect upon what they engaged in and what they learned and how they might apply it to other situations. Importantly, this is aligned with CCLS by ensuring that students are not merely recipients of information but develop the skills to analyze, synthesize and apply information in a variety of environments and experiences and across all disciplines.

It is important to note that while GRR or S/S/D is the overarching instructional model, East Harlem Scholars instructional staff is expected to employ and is supported in executing a variety of instructional methodologies to meet the identified needs and learning styles of their students. At East Harlem Scholars, this means that teachers must be skilled in and be able to draw from a range of teacher-directed and student-centered instructional best practices that allow their students to acquire the skills and knowledge necessary to meet or exceed performance expectations.

#### *Staffing Model:*

##### Co-Teaching in the Elementary School

At the elementary school grade, East Harlem Scholars leverages its highly effective instructional model with a staffing structure that involves two certified teachers in each K-5 classroom. Such a model allows for each classroom of approximately 26 students to reap the benefits from the additional instructional intensity associated with *two* highly qualified teachers. The co-teaching model facilitates a greater level of differentiated instruction and small group instruction in a class of heterogeneous learners, particularly in a school community where we expect to serve a large percentage of SWD, ELLs and economically disadvantaged students. It accomplishes this by allowing the co-teachers to work together in a variety of forms<sup>4</sup>:

- One teach, one assist (or, "drift"), where one teacher assumes teaching responsibilities, and the other teacher provides individual support as needed
- Station teaching, where various learning stations are created, and the co-teachers provide individual support at the different stations.
- Parallel teaching, where teachers teach the same or similar content in different classroom groupings.
- Alternative teaching, where one teacher may take a smaller group of students to a different location for a limited period of time for specialized instruction.
- Team teaching (or interactive teaching), where both co-teachers share teaching responsibilities equally and are equally involved in leading instructional activities.

In addition, at every grade level, K-5, at least one of the two classrooms has a co-teaching model comprised of one certified common branch teacher and one certified special education teacher. This results in East Harlem Scholars having an Integrated Co-Teaching (ICT) setting on each grade level. Research has demonstrated that this inclusion model had beneficial outcomes for students with special needs.<sup>5 6</sup> The ICT setting is not just beneficial for special education students, but also for general education students, particularly ELLs and students in need of academic intervention, for whom the different teaching strategies, adaptations and accommodations made within the class for students with disabilities will also be effective in addressing their learning needs.

##### Departmentalized Approach in the Middle School

The East Harlem Scholars middle school will have a departmentalized approach to instruction with subject-based teachers in all subject areas. While students in the elementary school were provided instruction in a self-contained classroom by their classroom teacher, as early as Kindergarten, students were exposed to a departmentalized approach in specials instruction—gym, music and Spanish. While the middle school will not replicate the co-teaching model of the elementary school, instructional support specialists like the ELL Specialist, Special

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<sup>4</sup> <http://www.accessmylibrary.com/article-1G1-165913483/co-teaching-inclusive-classrooms.html>

<sup>5</sup> Banerji, M., & Dailey, R. (1995). A Study of the effects of an inclusion model on students with specific learning disabilities. *Journal of Learning Disabilities*, 28(8), 511-522.

<sup>6</sup> Marston, Douglas. *The Journal of Special Education*, Vol. 30, No. 2, 121-132 (1996)

Education teachers and Reading Specialists will provide push-in instruction to SWD, ELLs and struggling students and work collaboratively with the subject based teacher to ensure classroom instruction is accessible to all students.

#### Instructional Supports for Special Student Populations

East Harlem Scholars staffing includes a robust team of instructional and student support professionals to ensure the academic and social/emotional needs of all students are met. This allows each student to develop their strength of character and social/emotional well-being, in addition to thriving academically. East Harlem Scholars instructional intervention specialists include ELL specialists, special education teachers, reading specialists as well as social work staff. The instructional specialists work collaboratively with the classroom teachers, using specific instructional strategies (i.e. sheltered instruction) and intervention curricula (i.e. Wilson's *Foundations*) in both a push-in and pull-out model in order to effectively address the needs of ELLs, SWD and Title I students. Like the ICT model in the K-5 span, the collaboration between classroom teachers and these instructional specialists further supports a differentiated learning environment and therefore benefit *all* learners.

#### *Rigorous and High Quality Curriculum*

Within its strong instructional framework, East Harlem Scholars provides a rigorous curriculum in core subjects that is aligned with the state performance standards, inclusive of the CCLS, and provides effective curricula to support student learning in Music, Spanish, health and physical education. The primary features of the curriculum include:

- a) *Intense Focus on Literacy and the Development of ELA skills*—East Harlem Scholars students receive approximately 2 hours of daily ELA. Literacy and ELA is also reinforced throughout the school day through instruction in other content areas that (1) provides explicit instruction and supportive practice in the use of effective comprehension strategies; (2) increases the amount and quality of sustained discussion of reading content; (3) sets and maintains high standards for text, conversation, questions and vocabulary; and (4) increases students' motivation and engagement with reading. In addition, the school provides academic support to students in ELA in the form of academic intervention services, tutoring and other effective practices. The school works collaboratively with the EHTP throughout its operations to support the Principal and others in planning, coordinating and continuously improving the delivery of such services
- b) *Intense Focus on Math*—East Harlem Scholars have an approximately 90 minute block of math instruction each day. Math instruction at East Harlem Scholars also features: (1) an emphasis on addressing specific learning gaps identified through assessments and analysis of student test data;<sup>7</sup> (2) a focus on strengthening students' comprehension and ability to solve word problems;<sup>8</sup> and (3) creating interesting and creative math learning experiences that engage students and motivate them to learn. The school's goal is for students to be able to progress to algebra by the time they reach 8<sup>th</sup> grade because of the solid foundations in arithmetic skills and concepts that they developed and mastered in elementary school. By providing students with a strong mathematical foundation, the school expects to lay the groundwork for its graduates to pursue advanced mathematics in high school and college, thereby opening the door to a wide array of careers that have math as their foundation.
- c) *Challenging, performance standards-aligned curricula in Science and Social Studies*—The school provides 45 minutes each of science and social studies at least two days a week at all grade levels. The aim of the school's science curriculum is not only be to teach science content, principles and practices, but also to train students to use inquiry and scientific methods to learn independently and to solve problems. Accordingly, the school's science education programs are inquiry-based and, to the greatest degree practical, rooted in "real world" situations and experiences. The school's Social Studies curriculum focuses not only on ensuring that students meet the state's performance standards, but also providing students with the understanding of history,

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<sup>7</sup> The data-driven instructional practices in the EHTP Pact Charter School's math instruction program will be guided by the findings and recommendations of the recent U.S. Department of Education report: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

<sup>8</sup> Kickbusch, Karla, 2007, *Minority Students in Mathematics: The Reading Connection*, University of Wisconsin, published online.

government and civics necessary for them to become well-rounded, informed and active citizens of the nation and the world. While the program uses standardized textbooks, it also emphasizes the effective use of primary sources.<sup>9</sup>

- d) *High quality instruction in Music, health/physical education and Spanish*—East Harlem Scholars provides a program of instruction in the arts designed to heighten students' understanding and appreciation of a variety of music. The program leverages the arts programming and resources of the partner organization, as well as the many great artistic and cultural institutions in Harlem and throughout New York City. The school provides a health education program designed to teach developmentally appropriate topics and to lay the groundwork for students to have the knowledge and skills to make healthy choices as they grow older. The school's physical education program emphasizes the importance of movement and fitness and engages students in a variety of sports and activities. The school's instruction in Spanish is aimed at supporting the acquisition of the ability to read Spanish and to speak and write in Spanish for non-native Spanish speakers, and to maintain the Spanish language skills for native speakers of the language.
- e) *Middle School Advisory Periods*: To support the social and emotional developmental needs of adolescents, East Harlem Scholars will be instituting an Advisory Program in the middle school. At least two days each week, students will be broken up into smaller cohorts of approximately 15 students to participate in advisory periods. These cohorts will begin in sixth grade and continue until eighth grade. These advisory periods will be facilitated by an advisory mentor, which will be a member of the East Harlem Scholars staff. While we believe that all adults in the East Harlem Scholars community are people in whom students can trust and with whom they can bond, the role the advisory mentor plays in our students' lives is one that specifically builds a caring and trusting adult connection. The Advisory Periods are an important component of our school mission as we provide emotional and social skills and support in addition to our academic classes. Advisory periods will provide students formal opportunities to focus with the advisory mentor and with each other on (1) social and emotional development; (2) character education and leadership and (3) their transition from elementary school to middle school (6th grade) and the transition from middle to high school (7th/8th grades). Students will discuss organizational, time management, and study skills to help with these transitions. Additionally, students have an opportunity to bring up and discuss topics that are important to their lives.

#### *Strong Instructional Leadership and a Commitment to Professional Development*

East Harlem Scholars' supportive instructional model and rigorous curriculum will only be delivered successfully in the classroom if teachers are provided with support to ensure high quality instruction in the classroom. The school accomplishes this by having a highly qualified Elementary School Principal and Middle School Principal focused, to the greatest degree possible, on instructional leadership and on being the *principal* teacher. Teacher schedules at East Harlem Scholars incorporate designated time during each day for the instructional staff to work individually and collectively with the Principal and/or to plan individually, or with their co-teachers or collaborate with their colleagues within and across grade levels. In addition, there is designated time each week where teachers will have a concentrated block of time to (1) engage as a group in comprehensive professional development around specific pre-determined topics or topics in response to needs identified by instructional staff or student assessment data; (2) to break out into smaller groups by grade level or across grade level to cross-plan how each grade will cover similar topics in different and increasingly advanced ways; (3) to convene Student Support Teams around specific students who have been demonstrating needs and challenges; and (4) to plan together to deliver effective and collaboration in the co-teaching model or around instructional specialists pushing into the classroom.

Professional development pervades the classroom and the school. It is embedded in the assignments and analyses that teachers perform every day as they continually draw understanding about their performance from student performance. The school's expectation is that teachers learn together, solve problems in teams or as a whole

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<sup>9</sup> The school recognizes that the use of primary sources must be done in a meaningful way, using strategies and practices that have been effective in other elementary schools. To this end, it will draw from the research regarding best practices in use of primary sources in the teaching of history, including the teacher reflections included in the article--*Integrating Primary Sources into the Elementary School Classroom: A Case Study of Teachers' Perspectives*, Gilliland-Swetland, Anne, et al, Digital Portfolio Archives (DPA) in Learning Project was funded by the National Science Foundation Collaborative Research in Learning Technologies, NSF CRLT #96-16396

faculty, and feel both individual and collective accountability for the success of every student in the school community. All professional development initiatives at the school are designed and delivered in a manner consistent with the National Staff Development Council's *Standards for Staff Development*<sup>10</sup>.

#### *Extended Day and Extended Year*

East Harlem Scholars has a longer school day and year than traditional public schools. This additional time on task leverages the strengths of East Harlem Scholars rigorous curriculum and supportive instructional model. It does so by providing more time in the day for *all* learners to take advantage of the enhanced opportunities to meet and exceed the school's challenging learning standards.

#### *Summer Program*

East Harlem Scholars also provides a mandatory summer program for students who not yet performing at grade level. Students are identified by teachers and administrators based on their performance on NYS assessments and internal assessments, including NWEA MAP, EdVista, F&P and interim assessments in math, writing and reading. The summer program is comprised of 4 weeks of intensive ELA and math instruction offered in conjunction with our partner organization, EHTP. Performance during the summer program may be used to support decisions regarding grade promotion. In addition, the school offers an optional enrichment program for students who are performing at or above grade level. The enrichment program provides these students with opportunities to engage in learning experiences that continue to challenge them and foster their continued academic growth.

#### *School Culture*

The school has built a culture of achievement, excellence, caring and respect. The school articulates and enforces high expectations of students not only in terms of academics, but in behavior as well. Among these expectations are that East Harlem Scholars students will at all times act responsibly and honestly, focus on learning and achievement, and show kindness and respect to adults, other students and themselves. The school's embracing of the Responsive Classroom and Design Development approaches supports this culture. The school's culture fosters an appreciation and respect of the cultural, ethnic, language and other diversities reflected in the school community. This culture is also supported by appropriate integration of learning materials that promote understanding of different cultures in academic programming—e.g. in the study of history and the arts, the selection of texts in ELA instruction, etc., as well as by activities, field learning experiences and community celebrations. School staff, and indeed the entire school community are expected to model appropriate behavior at all times—e.g. respect for self and others—and will support students in “making the connection” between the expected behaviors and success in school and in life.

#### *Importance of Families and Community*

East Harlem Scholars views families as its integral partners in ensuring that the needs of each student are met. East Harlem Scholars engages families in the life of the school in a variety of EHTP's tried and true ways to ensure that all family members—including those who are hard-to-reach or reluctant to communicate with the school—are made aware of and encouraged to take advantage of opportunities to become involved not only in the school, but also in the home to best support their child's academic and social and emotional growth.

Similarly, the community is viewed as a partner and a learning resource. The school leverages the relationships it has built over the last several years as well as those of the EHTP with cultural, artistic, historic and other resources in Harlem and throughout the city to design field learning experiences and other activities that would benefit the students. The school also draws from its partner organization's experience over more than 50 years in successfully promoting and facilitating meaningful family involvement and partnership.

#### *Partner Organization*

Finally, East Harlem Scholars continues to have EHTP as its Partner Organization that supports the East Harlem Scholars academic program in two general and critical areas:

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<sup>10</sup> <http://www.nsdc.org/standards/>

- (1) It provides academic support in the form of: a) access to volunteer tutors who, under the direction of the school's certified teachers, will provide supplemental support during designated periods of the school day; b) support in academic planning; c) access to the educational experts and institutions with which EHTP has established relationships over its 50 year history; and d) such additional and appropriate academic support and assistance that the school may require.
- (2) It provides a variety of non-academic supports that will have the effect of freeing the leadership and staff of East Harlem Scholars to focus their efforts on implementing and continuously improving the instruction and academic programs. These supports range from financial management and human resources/talent recruitment to fundraising and marketing.

## **ENROLLMENT**

### East Harlem Scholars Academy Charter School

Grades	Ages	Number of Students				
		Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
<b>K*</b>	<b>4-6</b>	56	56	56	56	56
<b>1*</b>	<b>5-7</b>	56	56	56	56	56
<b>2*</b>	<b>6-8</b>	56	56	56	55	55
<b>3*</b>	<b>7-9</b>	55	55	56	55	55
<b>4*</b>	<b>8-10</b>	55	55	55	55	55
<b>5*</b>	<b>9-11</b>	54	54	54	54	54
<b>6*</b>	<b>10-12</b>	52	56	56	56	56
<b>7*</b>	<b>11-13</b>		52	55	55	55
<b>8*</b>	<b>12-14</b>			52	54	54
<b>9</b>						
<b>10</b>						
<b>11</b>						
<b>12</b>						
<b>Ungraded</b>						
<b>Total Students</b>		384	440	496	496	496
<b>Classes Per Grade</b>		2	2	2	2	2
<b>Average Number of Students Per Class</b>		27	27	27	27	27

To be eligible for K, students must turn 5 by December 31 of the year they will enter K.

East Harlem Scholars policy is to backfill at all grades to fill all vacant seats. While that is the policy, East Harlem Scholars realizes that it may not always be successful in maintaining full enrollment of 56 students in each grade, and therefore, budgets conservatively by assuming a certain amount of student attrition. With the addition of middle school (with the exception of our lead class which is always slightly smaller), East Harlem Scholars expects to successfully bump enrollment back up to capacity as public elementary school ends at Grade 5 and middle school begins with Grade 6, so we expect increased demand from families for a seat in East Harlem Scholars' new middle school. These enrollment figures are aligned with the enrollment assumptions contained in the 5 year renewal budget.

## **Calendar and Schedule**

Proposed 2016-17 East Harlem Scholars School Calendar for both elementary and middle school divisions.

<b>Month</b>	<b>Holidays and Other Days when School is not in session</b>	<b>Number of Days School is in Session</b>
<i>Proposed East Harlem Scholars 2016-17 School Year</i>		
August 2016		11
September 2016	September 5: Labor Day	21
October 2016	October 31: Family Conference Day	20
November 2016	November 8: Election Day November 11: Staff Development Day	18
December 2016	December 19-December 30: Winter Break	12
January 2017	January 1: New Year's Day January 20: Family Conference Day	21
February 2017	February 17: Staff Development Day February 20-24: Mid-Winter break	14
March 2017		23
April 2017	April 10-14, Spring Break	15
May 2017	May 1: Family Conference Day May 29: Memorial Day	21
June 2017		14
Total		190

*\*Note: This schedule is subject to change based on the release of the NYCDOE School Calendar for 2016-17 to be able to align holidays more closely with that calendar, as necessary. In addition, actual days for Family Conferences and full day-staff development may change after more in-depth scheduling for the school year takes place.*

### **Total number of days of instruction for the school year**

East Harlem Scholars will have 190 days of instruction.

The first day of school for students will be Wednesday, August 17, 2016.

The last day of school for students will be Tuesday, June 20th, 2017.

The first day of school for teachers will be Tuesday, August 2, 2016 and they will be engaged in ten days of pre-opening professional development. (New teachers to the school will begin one week earlier)

The last day of school for teachers will be Friday, June 23rd, 2017.

In addition to full day staff development days on the calendar when school is not in session for children, every Friday teachers will participate in half-day professional development and students will be dismissed at 1 pm (see student schedules).

The school year will be broken into four marking periods:

- The first marking period ending on or about October 24, 2016.
- The second marking period ending on or about January 9, 2017.
- The third marking period ending on or about April 24, 2017.
- The fourth marking period ending a week before the last day of school.

The School also implements a mandatory Summer School Program for targeted students who are below grade level as well as an optional enrichment program for students at or above grade level (see *Key Design Elements*). The Summer Program is a four-week intensive academic program focused primarily on math and ELA instruction and held typically during the month of July.



**East Harlem Scholars Academy**  
**Whole School Schedule August 2015-June 2016**

	Kindergarte	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
7:25-7:40	Breakfast	7:25-7:45	Breakfast	7:25-7:45	Breakfast	7:25-7:45
7:40-8:00	Breakfast	7:45-8:00	Breakfast	7:45-8:00	Breakfast	7:45-8:00
8:00-8:05	Morning Meeting	8:00-8:05	Morning Meeting	8:00-8:05	Morning Meeting	8:00-8:05
8:05-8:10	Morning Meeting	8:05-8:10	Morning Meeting	8:05-8:10	Morning Meeting	8:05-8:10
8:10-8:15		8:10-8:15		8:10-8:15		8:10-8:15
8:15-8:20		8:15-8:20		8:15-8:20		8:15-8:20
8:20-8:25	Reading Comp	8:20-8:25	ELA Skills	Core Work	Core Work	Core Work
8:25-8:30	Reading Comp	8:25-8:30	ELA Skills	Core Work	Core Work	Core Work
8:30-8:35		8:30-8:35		8:30-8:35		8:30-8:35
8:35-8:40		8:35-8:40		8:35-8:40		8:35-8:40
8:40-8:45		8:40-8:45		8:40-8:45		8:40-8:45
8:45-8:50		8:45-8:50		8:45-8:50		8:45-8:50
8:50-8:55		8:50-8:55		8:50-8:55		8:50-8:55
8:55-9:00		8:55-9:00		8:55-9:00		8:55-9:00
9:00-9:05	Guided Reading and Phonemic Awareness/Independent Reading	9:00-9:05	ELA Listening and Learning (Interdisciplinary SS/Sci)	ELA Comp	ELA Comp	ELA Comp
9:05-9:10	Guided Reading and Phonemic Awareness/Independent Reading	9:05-9:10	ELA Listening and Learning (Interdisciplinary SS/Sci)	ELA Comp	ELA Comp	ELA Comp
9:10-9:15	Guided Reading and Phonemic Awareness/Independent Reading	9:10-9:15	ELA Listening and Learning (Interdisciplinary SS/Sci)	ELA Comp	ELA Comp	ELA Comp
9:15-9:20	Guided Reading and Phonemic Awareness/Independent Reading	9:15-9:20	ELA Listening and Learning (Interdisciplinary SS/Sci)	ELA Comp	ELA Comp	ELA Comp
9:20-9:25	Guided Reading and Phonemic Awareness/Independent Reading	9:20-9:25	ELA Listening and Learning (Interdisciplinary SS/Sci)	ELA Comp	ELA Comp	ELA Comp
9:25-9:30	Guided Reading and Phonemic Awareness/Independent Reading	9:25-9:30	ELA Listening and Learning (Interdisciplinary SS/Sci)	ELA Comp	ELA Comp	ELA Comp
9:30-9:35	Guided Reading and Phonemic Awareness/Independent Reading	9:30-9:35	ELA Listening and Learning (Interdisciplinary SS/Sci)	ELA Comp	ELA Comp	ELA Comp
9:35-9:40	Guided Reading and Phonemic Awareness/Independent Reading	9:35-9:40	ELA Listening and Learning (Interdisciplinary SS/Sci)	ELA Comp	ELA Comp	ELA Comp
9:40-9:45	Guided Reading and Phonemic Awareness/Independent Reading	9:40-9:45	ELA Listening and Learning (Interdisciplinary SS/Sci)	ELA Comp	ELA Comp	ELA Comp
9:45-9:50	Transition	9:45-9:50	ELA Listening and Learning (Interdisciplinary SS/Sci)	ELA Comp	ELA Comp	ELA Comp
9:50-9:55	Transition	9:50-9:55	ELA Listening and Learning (Interdisciplinary SS/Sci)	ELA Comp	ELA Comp	ELA Comp
9:55-10:00	Spanish (T), Music (Th), PE (M,W)	9:55-10:00	ELA Listening and Learning (Interdisciplinary SS/Sci)	ELA Comp	ELA Comp	ELA Comp
10:00-10:05	Spanish (T), Music (Th), PE (M,W)	10:00-10:05	ELA Listening and Learning (Interdisciplinary SS/Sci)	ELA Comp	ELA Comp	ELA Comp
10:05-10:10	Spanish (T), Music (Th), PE (M,W)	10:05-10:10	ELA Listening and Learning (Interdisciplinary SS/Sci)	ELA Comp	ELA Comp	ELA Comp
10:10-10:15	Spanish (T), Music (Th), PE (M,W)	10:10-10:15	ELA Listening and Learning (Interdisciplinary SS/Sci)	ELA Comp	ELA Comp	ELA Comp
10:15-10:20	Spanish (T), Music (Th), PE (M,W)	10:15-10:20	ELA Listening and Learning (Interdisciplinary SS/Sci)	ELA Comp	ELA Comp	ELA Comp
10:20-10:25	Transition	10:20-10:25	ELA Listening and Learning (Interdisciplinary SS/Sci)	ELA Comp	ELA Comp	ELA Comp
10:25-10:30	Transition	10:25-10:30	ELA Listening and Learning (Interdisciplinary SS/Sci)	ELA Comp	ELA Comp	ELA Comp
10:30-10:35	Snack	10:30-10:35	Math	Math	Math	Math
10:35-10:40	Snack	10:35-10:40	Math	Math	Math	Math
10:40-10:45	Snack	10:40-10:45	Math	Math	Math	Math
10:45-10:50	Snack	10:45-10:50	Math	Math	Math	Math
10:50-10:55	Snack	10:50-10:55	Math	Math	Math	Math
10:55-11:00	Snack	10:55-11:00	Math	Math	Math	Math
11:00-11:05	Math	11:00-11:05	Math	Math	Math	Math
11:05-11:10	Math	11:05-11:10	Math	Math	Math	Math
11:10-11:15	Math	11:10-11:15	Math	Math	Math	Math
11:15-11:20	Math	11:15-11:20	Math	Math	Math	Math
11:20-11:25	Math	11:20-11:25	Math	Math	Math	Math
11:25-11:30	Math	11:25-11:30	Math	Math	Math	Math
11:30-11:35	Math	11:30-11:35	Math	Math	Math	Math
11:35-11:40	Math	11:35-11:40	Math	Math	Math	Math
11:40-11:45	Math	11:40-11:45	Math	Math	Math	Math
11:45-11:50	Math	11:45-11:50	Math	Math	Math	Math
11:50-11:55	Math Centers/ CGI	11:50-11:55	Math	Math	Math	Math
11:55-12:00	Math Centers/ CGI	11:55-12:00	Math	Math	Math	Math
12:00-12:05	Math Centers/ CGI	12:00-12:05	Math	Math	Math	Math
12:05-12:10	Math Centers/ CGI	12:05-12:10	Math	Math	Math	Math
12:10-12:15	Math Centers/ CGI	12:10-12:15	Math	Math	Math	Math
12:15-12:20	Math Centers/ CGI	12:15-12:20	Math	Math	Math	Math
12:20-12:25	Math Centers/ CGI	12:20-12:25	Math	Math	Math	Math
12:25-12:30	Math Centers/ CGI	12:25-12:30	Math	Math	Math	Math
12:30-12:35	Math Centers/ CGI	12:30-12:35	Math	Math	Math	Math
12:35-12:40	Math Centers/ CGI	12:35-12:40	Math	Math	Math	Math
12:40-12:45	Math Centers/ CGI	12:40-12:45	Math	Math	Math	Math
12:45-12:50	Math Centers/ CGI	12:45-12:50	Math	Math	Math	Math
12:50-12:55	Math Centers/ CGI	12:50-12:55	Math	Math	Math	Math
12:55-1:00	Math Centers/ CGI	12:55-1:00	Math	Math	Math	Math
1:00-1:05	Math Centers/ CGI	1:00-1:05	Math	Math	Math	Math
1:05-1:10	Math Centers/ CGI	1:05-1:10	Math	Math	Math	Math
1:10-1:15	Math Centers/ CGI	1:10-1:15	Math	Math	Math	Math
1:15-1:20	Math Centers/ CGI	1:15-1:20	Math	Math	Math	Math
1:20-1:25	Math Centers/ CGI	1:20-1:25	Math	Math	Math	Math
1:25-1:30	Math Centers/ CGI	1:25-1:30	Math	Math	Math	Math
1:30-1:35	Math Centers/ CGI	1:30-1:35	Math	Math	Math	Math
1:35-1:40	Math Centers/ CGI	1:35-1:40	Math	Math	Math	Math
1:40-1:45	Math Centers/ CGI	1:40-1:45	Math	Math	Math	Math
1:45-1:50	Math Centers/ CGI	1:45-1:50	Math	Math	Math	Math
1:50-1:55	Math Centers/ CGI	1:50-1:55	Math	Math	Math	Math
1:55-2:00	Math Centers/ CGI	1:55-2:00	Math	Math	Math	Math
2:00-2:05	Math Centers/ CGI	2:00-2:05	Math	Math	Math	Math
2:05-2:10	Math Centers/ CGI	2:05-2:10	Math	Math	Math	Math
2:10-2:15	Math Centers/ CGI	2:10-2:15	Math	Math	Math	Math
2:15-2:20	Math Centers/ CGI	2:15-2:20	Math	Math	Math	Math
2:20-2:25	Math Centers/ CGI	2:20-2:25	Math	Math	Math	Math
2:25-2:30	Math Centers/ CGI	2:25-2:30	Math	Math	Math	Math
2:30-2:35	Math Centers/ CGI	2:30-2:35	Math	Math	Math	Math
2:35-2:40	Math Centers/ CGI	2:35-2:40	Math	Math	Math	Math
2:40-2:45	Math Centers/ CGI	2:40-2:45	Math	Math	Math	Math
2:45-2:50	Math Centers/ CGI	2:45-2:50	Math	Math	Math	Math
2:50-2:55	Math Centers/ CGI	2:50-2:55	Math	Math	Math	Math
2:55-3:00	Math Centers/ CGI	2:55-3:00	Math	Math	Math	Math
3:00-3:05	Math Centers/ CGI	3:00-3:05	Math	Math	Math	Math
3:05-3:10	Math Centers/ CGI	3:05-3:10	Math	Math	Math	Math
3:10-3:15	Math Centers/ CGI	3:10-3:15	Math	Math	Math	Math
3:15-3:20	Math Centers/ CGI	3:15-3:20	Math	Math	Math	Math
3:20-3:25	Math Centers/ CGI	3:20-3:25	Math	Math	Math	Math
3:25-3:30	Math Centers/ CGI	3:25-3:30	Math	Math	Math	Math
3:30-3:35	Math Centers/ CGI	3:30-3:35	Math	Math	Math	Math
3:35-3:40	Math Centers/ CGI	3:35-3:40	Math	Math	Math	Math
3:40-3:45	Math Centers/ CGI	3:40-3:45	Math	Math	Math	Math
3:45-3:50	Math Centers/ CGI	3:45-3:50	Math	Math	Math	Math
3:50-4:00	Dismissal	3:50-4:00	Dismissal	Dismissal	Dismissal	Dismissal

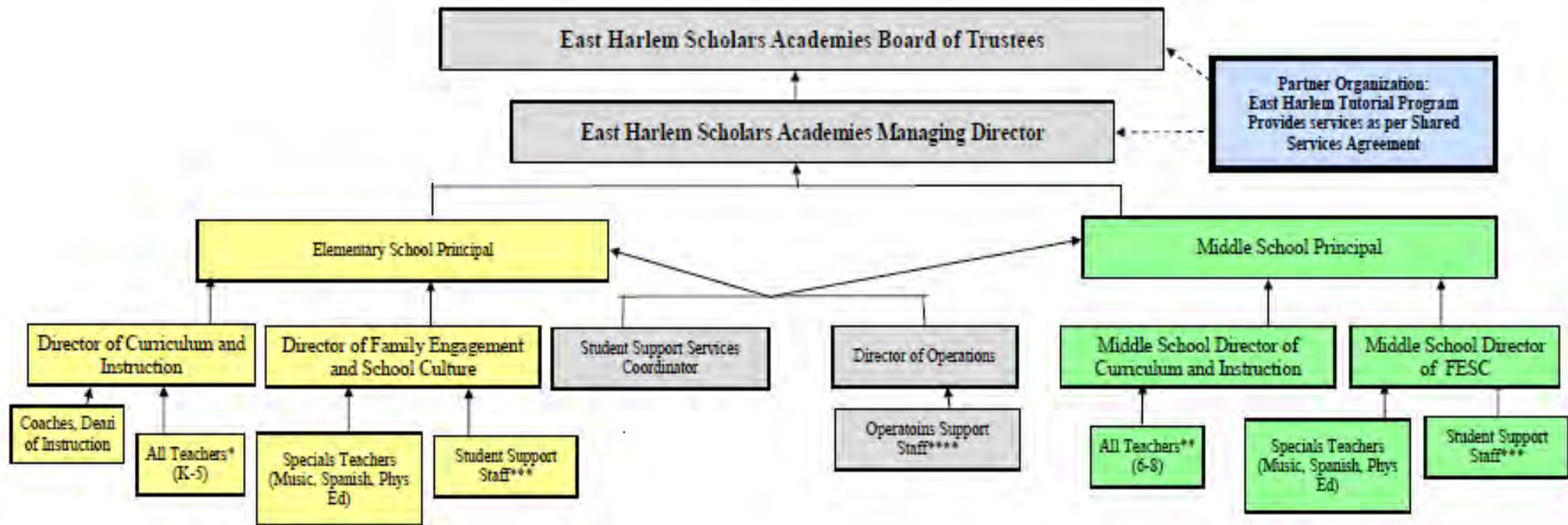
	K/1st/2nd	3rd/4th/5th
7:25-7:45	Breakfast/Unpack/Social	Breakfast/Unpack/Social
7:45-8:00	Morning Meeting	Morning Meeting
8:00-8:05		
8:05-8:10		
8:10-8:15		
8:15-8:20	Word Work	Assessment Block
8:20-8:25	Word Work	Assessment Block
8:25-8:30	Word Work	Assessment Block
8:30-8:35	Word Work	Assessment Block
8:35-8:40	Word Work	Assessment Block
8:40-8:45	Word Work	Assessment Block
8:45-8:50	Word Work	Assessment Block
8:50-8:55	Word Work	Assessment Block
8:55-9:00	Word Work	Assessment Block
9:00-9:05	Word Work	Assessment Block
9:05-9:10	Word Work	Assessment Block
9:10-9:15	Word Work	Assessment Block
9:15-9:20	Word Work	Assessment Block
9:20-9:25	Word Work	Assessment Block
9:25-9:30	Word Work	Assessment Block
9:30-9:35	Word Work	Assessment Block
9:35-9:40	Word Work	Assessment Block
9:40-9:45	Word Work	Assessment Block
9:45-9:50	Word Work	Assessment Block
9:50-9:55	Word Work	Assessment Block
9:55-10:00	Word Work	Assessment Block
10:00-10:05	Word Work	Assessment Block
10:05-10:10	Word Work	Assessment Block
10:10-10:15	Word Work	Assessment Block
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10:20-10:25	Word Work	Assessment Block
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10:30-10:35	Word Work	Assessment Block
10:35-10:40	Word Work	Assessment Block
10:40-10:45	Word Work	Assessment Block
10:45-10:50	Word Work	Assessment Block
10:50-10:55	Word Work	Assessment Block
10:55-11:00	Word Work	Assessment Block
11:00-11:05	Word Work	Assessment Block
11:05-11:10	Word Work	Assessment Block
11:10-11:15	Word Work	Assessment Block
11:15-11:20	Word Work	Assessment Block
11:20-11:25	Word Work	Assessment Block
11:25-11:30	Word Work	Assessment Block
11:30-11:35	Word Work	Assessment Block
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11:40-11:45	Word Work	Assessment Block
11:45-11:50	Word Work	Assessment Block
11:50-11:55	Word Work	Assessment Block
11:55-12:00	Word Work	Assessment Block
12:00-12:05	Word Work	Assessment Block
12:05-12:10	Word Work	Assessment Block
12:10-12:15	Word Work	Assessment Block
12:15-12:20	Word Work	Assessment Block
12:20-12:25	Word Work	Assessment Block
12:25-12:30	Word Work	Assessment Block
12:30-12:35	Word Work	Assessment Block
12:35-12:40	Word Work	Assessment Block
12:40-12:45	Word Work	Assessment Block
12:45-12:50	Word Work	Assessment Block
12:50-12:55	Word Work	Assessment Block
12:55-1:00	Word Work	Assessment Block
1:00-1:05	Word Work	Assessment Block
1:05-1:10	Word Work	Assessment Block
1:10-1:15	Word Work	Assessment Block
1:15-1:20	Word Work	Assessment Block
1:20-1:25	Word Work	Assessment Block
1:25-1:30	Word Work	Assessment Block
1:30-1:35	Word Work	Assessment Block
1:35-1:40	Word Work	Assessment Block
1:40-1:45	Word Work	Assessment Block
1:45-1:50	Word Work	Assessment Block
1:50-1:55	Word Work	Assessment Block
1:55-2:00	Word Work	Assessment Block
2:00-2:05	Word Work	Assessment Block
2:05-2:10	Word Work	Assessment Block
2:10-2:15	Word Work	Assessment Block
2:15-2:20	Word Work	Assessment Block
2:20-2:25	Word Work	Assessment Block
2:25-2:30	Word Work	Assessment Block
2:30-2:35	Word Work	Assessment Block
2:35-2:40	Word Work	Assessment Block
2:40-2:45	Word Work	Assessment Block
2:45-2:50	Word Work	Assessment Block
2:50-2:55	Word Work	Assessment Block
2:55-3:00	Word Work	Assessment Block
3:00-3:05	Word Work	Assessment Block
3:05-3:10	Word Work	Assessment Block
3:10-3:15	Word Work	Assessment Block
3:15-3:20	Word Work	Assessment Block
3:20-3:25	Word Work	Assessment Block
3:25-3:30	Word Work	Assessment Block
3:30-3:35	Word Work	Assessment Block
3:35-3:40	Word Work	Assessment Block
3:40-3:45	Word Work	Assessment Block
3:45-3:50	Word Work	Assessment Block
3:50-4:00	Dismissal	Dismissal

## Proposed Middle School Schedule

Grades 6-8	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7:20-7:40</b>	<i>Breakfast with Advisory</i>	<i>Breakfast with Advisory</i>	<i>Breakfast with Advisory</i>	<i>Breakfast with Advisory</i>	<i>Breakfast with Advisory</i>
<b>7:40-8:00</b>	<i>Morning Meeting with Advisory</i>	<i>Morning Meeting with Advisory</i>	<i>Morning Meeting with Advisory</i>	<i>Morning Meeting with Advisory</i>	<i>Morning Meeting with Advisory</i>
<b>8:00-9:30</b>	<i>ELA</i>	<i>ELA</i>	<i>ELA</i>	<i>ELA</i>	<i>ELA</i>
<b>9:30-10:00</b>	<i>Guided Reading</i>	<i>Guided Reading</i>	<i>Guided Reading</i>	<i>Guided Reading</i>	<i>Guided Reading</i>
<b>10:00-11:30</b>	<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>
<b>11:30-12:15</b>	<i>Science</i>	<i>Science</i>	<i>Social Studies</i>	<i>Social Studies</i>	<i>Spanish</i>
<b>12:15-1:00</b>	<i>Lunch/Recess</i>	<i>Lunch/Recess</i>	<i>Lunch/Recess</i>	<i>Lunch/Recess</i>	<i>Lunch/Recess</i>
<b>1:00-1:45</b>	<i>Spanish</i>	<i>Spanish</i>	<i>Spanish</i>	<i>Phys Ed/Health</i>	<i>Dismissal (1:00 pm)</i>
<b>1:45-2:30</b>	<i>Social Studies</i>	<i>Social Studies</i>	<i>Science</i>	<i>Science</i>	
<b>2:30-3:15</b>	<i>Phys Ed/Health</i>	<i>Art/Music</i>	<i>Art/Music</i>	<i>Art/Music</i>	
<b>3:15-4:00</b>	<i>Elective</i>	<i>Elective</i>	<i>Advisory</i>	<i>Advisory</i>	
<b>4:00</b>	<i>Dismissal</i>	<i>Dismissal</i>	<i>Dismissal</i>	<i>Dismissal</i>	
<b>4:00-5:00</b>	<i>Sports Teams, Clubs, Study Hall, Detention</i>				

Subject	Daily Minutes/Days per Week	Weekly Minutes
ELA	90 min/5 days	450
Guided Reading	30 min/5 days	150
Math	90 min/5 days	450
Science	45 min/4 days	180
Social Studies	45 min/4 days	180
Spanish	45 min/4 days	180
Phys Ed/Health	45 min/2 days	90
Art/Music	45 min/3 days	135
Electives	45 min/2 days	90
Advisory	20 min/5 days 45 minutes/2 days	190

## East Harlem Scholars Academy Charter School Organizational Chart



\*All Teachers K-5 consist of:

- General Education Teachers
- Special Education Teachers
- ELL Teachers
- Reading Specialist

\*\*\*Student Support Staff includes:

- Social Workers
- Dean of Students
- Behavior Support Specialists
- Paraprofessionals

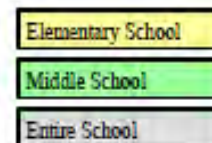
\*\*\*\*Operations Staff includes:

- Operations Coordinator
- Operations Manager
- Operations Assistants
- Administrative Assistants

\*\*All Teachers 6-8 consist of:

- Math Teachers
- English Teachers
- Science Teachers
- Social Studies Teachers
- Special Education Teachers
- ELL Teachers
- Reading Specialist
- Language Teachers

While this chart shows reporting structure, it does not illustrate precise hierarchical structure below the elementary school and middle school principal.



East Harlem Scholars Academy Charter School Staffing Table						
		Number of FTE				
		2017	2018	2019	2020	2021
L E A D E R S H I P	Managing Director	0.5	0.5	0.5	0.5	0.5
	MS Principal	1	1	1	1	1
	ES Principal	1	1	1	1	1
	Director of Curriculum and Instruction	1	1	1	1	1
	MS Director of Curriculum and Instruction	1	1	1	1	1
	Director of Operations	1	1	1	1	1
	Director of Family Engagement and School culture	1	1	1	1	1
	MS Director of Family Engagement and School Culture		1	1	1	1
	Instructional Coach	1	1	1	1	1
S O P S F	Operations Coordinator	2	2	2	2	2
	Operations manager	1	1	1	1	1
	Operations Assistant	1	1	1	1	1
T E A C H E R S G S T A F F	K Teacher	3	3	3	3	3
	1 Teacher	3	3	3	3	3
	2 Teacher	3	3	3	3	3
	3 Teacher	3	3	3	3	3
	4 Teacher	3	3	3	3	3
	5 Teacher	3	3	3	3	3
	K Sped Teacher	1	1	1	1	1
	1 Sped Teacher	1	1	1	1	1
	2 Sped Teacher	1	1	1	1	1
	3 Sped Teacher	1	1	1	1	1
	4 Sped Teacher	1	1	1	1	1
	5 Sped Teacher	1	1	1	1	1
	MS Teachers	2	4	6	6	6
	6 Sped Teacher	1	1	1	1	1
	7 Sped Teacher		1	1	1	1
	8 Sped Teacher			1	1	1
	Substitute Assistant Teacher	1	1	1	1	1
	Academic Interventionist	1	1	1	1	1
	ELL Teacher	2	2	2	2	2
	Reading/Literacy Specialist	1	1	1	1	1
	Music Specialist	1	1	1	1	1
	PE Teacher	1	1	1	1	1
	Spanish Specialist	1	1	1	1	1
	MS Specials Teachers	1	3	3	3	3
S S T U P D P A E O F N R F	Behavior Assistant	1	1	1	1	1
	Paraprofessionals	3	3	3	3	3
	Social Worker	2	3	3	3	3
	Student Support Service Coordinator	1	1	1	1	1
	Dean Of Students	1	1	1	1	1

East Harlem Scholars Academy Charter School Staffing Table						
		Number of FTE				
		<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
T T	Administrative Assistant	1	1	1	1	1

**East Harlem Scholars Academy Charter School**  
**Accountability Plan**  
**for the Accountability Period 2016-17—2020-21**

**ACADEMIC GOALS**

**GOAL I: ENGLISH LANGUAGE ARTS**

**Goal:** Students will be proficient readers, writers, and speakers of the English language.

**Absolute Measures**

**Elementary and Middle School**

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts exam.
- Each year, the school's aggregate Performance Level Index (PLI) on the state English Language Arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

- On the Fountas & Pinnell end-of-year assessment, a minimum of 80 percent of Kindergartners, first graders, second graders, third graders, fourth, fifth, sixth, seventh, and eighth graders will read at grade level (levels D, I, L P, R, U, W, Y and Z respectively), based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.

- Each year, 80 percent of students K-8 will perform at or above the 50<sup>th</sup> percentile on the NWEA MAP Reading exam.

- Each year, 80 percent of students will exhibit proficiency in Language Arts by writing a piece that will be scored using a rubric to evaluate proficiency in writing. These essays will be evaluated by educators other than the student's own classroom teachers. Proficiency will equal an average score of at least 3 (out of 4) on the assigned rubric.

**Comparative Measures**

**Elementary and Middle School**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English Language Arts exam will be greater than that of students in the same tested grades in Community School District 4.
- Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.
- Each year, the percent of all tested general education students who are enrolled in at least their second year and performing at or above Level 3 on the state English Language Arts exam will be greater than the average percent of general education students in the same tested grades in Community School District 4 (the district from which students enrolled in the school are drawn).

## **Growth Measures**

### **Elementary and Middle School**

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English Language Arts exam and 75 percent at or above Level 3 on the current year's state English Language Arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

- Each year, on the NWEA MAP Reading exam, all grade-level cohorts of students (in grades K-8) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 or higher in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

- Each year, 80 percent of Grade K-5 students tested during their first year of enrollment will achieve over one grade level of growth in reading as is measured by the Fountas & Pinnell assessment, based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.

## **GOAL II: MATHEMATICS**

**Goal:** Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

### **Absolute Measures**

#### **Elementary and Middle School**



- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam.
- Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

- Each year, 80 percent of students K-8 will perform at an NCE of 50 or higher on the NWEA MAP Math exam.

- Each year, students will demonstrate average mastery of 80% of Mathematics objectives as measured by an internal end-of-year summative assessment aligned to Common Core and NY State Standards.

- Each year, 50% of all Grade 8 students who took Integrated Algebra in Grade 8 and who were enrolled at the School for at least two consecutive BEDS dates, will pass the Integrated Algebra I New York State Regents Exam with an average passing score of 75%.

## **Comparative Measures**

### **Elementary and Middle School**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of students in the same tested grades in Community School District 4.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.
- Each year, the percent of all tested general education students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than the average percent of general education students in the same tested grades in Community School District 4 (the district from which students enrolled in the school are drawn).

## **Growth Measures**

### **Elementary and Middle School**



- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

- Each year, on the MAP exam, all grade-level cohorts of students (in grades K-8) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 or higher in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

### **GOAL III: SCIENCE**

**Goal:** Students will demonstrate competency in the understanding and application of Science concepts.

#### **Absolute Measures**

##### **Elementary and Middle School**

- Each year, 75 percent of fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exam.
- Each year, 75 percent of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exam.

- Each year, 80 percent of 3<sup>rd</sup> and 4<sup>th</sup> grade students will perform at the proficient grade level on the NWEA MAP science exam.

- Each year, 80 percent of 7<sup>th</sup> and 8<sup>th</sup> grade students will perform at the proficient grade level on the NWEA MAP science exam

- Each year, 50% of the Grade 8 students who are recommended by the Science Department to sit for the NYS Earth Science Regents Exam or NYS Living Environment Regents Exam will pass the Regents Exam with an average passing score of at least 75%.

- Each year, students will demonstrate average mastery of 80% of Science objectives as measured by internal summative assessments aligned to Common Core and NY State Standards.

#### **Comparative Measures**

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## **Elementary**

- Each year, the percent of all tested students, in each grade 4<sup>th</sup> and 8<sup>th</sup>, who are enrolled in at least their second year and performing at or above Level 3 on a state science exam will be greater than that of students in the same tested grades in Community School District 4.

### **GOAL IV: Spanish**

**Goal:** Students will graduate from middle school proficient in Spanish.

- 50% of 8<sup>th</sup> grade students who have attended the School continuously for at least 5 BEDS dates will pass the NYS Spanish Regents exam with an average score of 75%.

### **GOAL V: NCLB**

**Goal:** The school will make Adequate Yearly Progress.

#### **Absolute Measure**

- Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

### **GOAL VI: ELL LEARNERS**

**Goal:** ELL students will speak English proficiently.

- By their second year of enrollment at East Harlem Scholars Academy, at least 60% of English Language Learner/Limited English Proficient (ELL/LEP) students will score at the Advanced or Proficient Levels on the NYSESLAT assessment.

### **GOAL VIII: ATTENDANCE**

**Goal:** East Harlem Scholars Academy will post strong school attendance data.

- The average attendance in each grade will be 90% or higher.

## **ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS**

### **GOAL I: CORE VALUES**

**Goal:** Students will demonstrate strength of character.

- By the end of each academic year, 80% of East Harlem Scholars Academy scholars will have satisfactory ratings (an average of 3 or above) in the following core values as is measured by the school's core value rubric:

- **Service**

We embrace opportunities to help others. We appreciate and learn about our community and the world in which we live.

- **Courage**

We challenge ourselves to take risks, to persevere, and to question the status quo.

- **Humility**

We apologize for our mistakes and seek to improve our shortcomings.

- **Originality**

We embrace our individuality and celebrate the diversity of all others around us.

- **Leadership**

We seize opportunities to lead and always demonstrate strong moral character. We treat others as we wish to be treated.

- **Achievement**

We expect the best of ourselves at all times. We pursue knowledge and excellence.

- **Reflection**

We cherish moments to step back, consider our actions, and plan for a better tomorrow.

## **GOAL II: FAMILY ENGAGEMENT**

**Goal:** Families will be satisfied with their choice to enroll their children at East Harlem Scholars Academy.

- Each year, over 90% of families will complete an anonymous survey and express satisfaction with the school such that at least 70% of them provide a positive response to each of the survey items.

- Each year, 95 percent of families will participate in at least two family engagement events.

## **Legal Compliance and Fiscal Soundness Goals**

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### **Goal I: Legal Compliance**

**Goal:** East Harlem Scholars will operate with an exceptional record of compliance.

- Each year, the school will generally and substantially comply with all applicable federal and state laws, rules and regulations, and the provisions of its by-laws, Provisional Charter (certificate of incorporation) and Charter Agreement.
- Each year, the school will have in place and maintain effective systems, policies and procedures and other controls for ensuring that legal and charter requirements are met.
- Each year, the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees.

### **Goal II: Fiscal Soundness**

**Goal:** The school will be a fiscally sound organization.

- Each year, the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, NYSED or the Institute.

## **Plan for Meeting Enrollment and Retention Targets**

East Harlem Scholars has had a consistent record of serving a significant proportion of students with disabilities (SWD), English language learners (ELLs) and students eligible for free- and reduced-price lunch (FRL) during its first charter term. In fact, according to the 2013-14 District Report Card for CSD 4 and the 2013-14 School Report Card for East Harlem Scholars available on the NYSED website, East Harlem Scholars served a greater percentage of these special populations than did our district of location.

### **Student Demographic Data 2013-14**

	SWD	ELLs	FRL
East Harlem Scholars	30%	17%	83%
CSD 4	24%	11%	82%

While comparative district data is not yet publicly available for 2014-15, East Harlem Scholars continued to enroll a large percentage of these special populations, with 26% SWD, 14% ELLs and 84% FRL last year.

These data provide a strong testament to the recruitment and retention strategies as well as our admissions policy (which includes an ELL preference) implemented in the first charter term. More importantly, however, it is also a reflection of the public's knowledge of the strength of the instructional supports and services we have in place for these at-risk populations. Families with children who make up these special populations are aware of our inclusive learning environment and the resources we invest to serve SWD, ELLs and FRL, and they continue to make up a large proportion of students seeking admission to our school. Furthermore, families of our existing SWD, ELLs and FRL remain at the school because they believe that the needs of their children are being met by our educational program. In fact, parent satisfaction survey data confirm that fact. Data from the 2014-15 *NYC School Survey* show that greater than 86% of parents with children with IEPs *Strongly Agree, Agree or Somewhat Agree* to the following statements:

- *I am satisfied with the educational planning and Individual Education Program (IEP) development process at this school.*
- *This school works to achieve the goals on my child's IEP*
- *This school offers a wide enough variety of activities and services (including related services and assistive and adaptive technologies where appropriate) to help improve life outcomes for my child.*

In addition, at least 95% of parents *Strongly Agree, Agree or Somewhat Agree* to the following statements

- *My child's teacher appreciates our culture/background.*
- *My child's teachers can communicate well with parents/guardians from different cultures/backgrounds.*
- *My child's teachers connect to students of different cultures/backgrounds.*

During our second charter term, we understand that we will be formally held accountable for meeting or exceeding enrollment and retention targets established by the SUNY Trustees for SWD, ELLs and FRL. In order to do so, we will continue to implement the recruitment strategies of our current charter term to ensure these populations make up a significant portion of our applications. Further, the intervention and supports available as part of our academic model will result in strong student retention rates for these special populations enrolled in our school. Specifically our plans for the second charter term are as follows.

### Recruitment Plans

East Harlem Scholars' admission policy is non-sectarian and does not discriminate against any student on the basis of ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by a school. Admission to East Harlem Scholars is not limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability<sup>1</sup>, race, creed, gender, national origin, religion or ancestry. Any child who is qualified under New York State law for admission to a public school is qualified for admission to East Harlem Scholars. The School complies with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school.

In its admission policies and procedures, East Harlem Scholars does not engage in any of the following:

1. Requiring families to attend meetings or information workshops as a condition of enrollment
2. Having an unduly narrow enrollment period (e.g. fewer than 30 days);
3. Giving enrollment preference to children of members of East Harlem Scholars Academies Board or founders group;
4. Requiring families to sign agreements or contracts imposing certain responsibilities or commitments to East Harlem Scholars Academies, regardless of their virtue, as a condition of enrolling their children (e.g. correcting a child's homework, volunteering, etc.);
5. Mandating that students or families agree with East Harlem Scholars' mission or philosophy; or
6. Giving preference to or unduly targeting students interested or talented in a particular East Harlem Scholars Academies program (e.g. sports or arts).

East Harlem Scholars offers a 100 percent lottery preference for Community School District (CSD) 4 students and a 20% lottery preference for English Language Learners (ELLs). The CSD 4 preference innately means that the school will continue to draw primarily from a population that has a large percentage of ELLs, SWD, and FRL given the prevalence of these student populations in the district.

East Harlem Scholars will continue to complete all the measures below to recruit student applicants. These strategies will effectively reach each of these special populations as evidenced by our student enrollment demographics. In addition, the School will continue to provide translation services for all promotional materials and any person-to-person interaction requiring an English translation. While Spanish is the predominant language spoken by immigrant families in the community, we will also provide other translations (such as Mandarin and Cantonese) that are required by other growing immigrant groups in East Harlem. Outreach will include:

1. Posting flyers and placing notices in local, supermarkets, communities of faith, community centers and apartment complexes;
2. Conducting school tours and open houses at the East Harlem Scholars school facility as well as the Jackie Robinson Education Complex in which East Harlem Scholars II is located
3. Leveraging the relationships and network of community contacts of the East Harlem Scholars Board and the East Harlem Tutorial Program;
4. Displaying advertisements on MTA buses that have routes in East Harlem
5. Canvassing neighborhoods in East Harlem to further reach interested families, specifically targeting NYCHA public housing buildings in lower East Harlem.

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<sup>1</sup> East Harlem Scholars is currently co-located in NYCDOE's Jackie Robinson Educational Complex which does not have an elevator. Our new facility which we will occupy by Summer 2016 does have an elevator and, therefore, will allow us to enroll SWD we were unable to serve before because of lack of an elevator.

6. Providing applications to the school's Committee on Special Education so that families would be made aware of the school
7. Providing applications to preschools in the community which serve children with Individualized Family Service Plans (IFSP)—which are IEPs for children in the 3-5 year old range.

The school will continue to make the community, particularly families with children who are SWD, ELLs and FRL, aware of the school's educational program and specifically the instructional staff and supports available to meet the needs of at-risk populations. East Harlem Scholars' website conveys important information about the School, its curriculum and its events and activities. Our website focuses on the following:

- a) East Harlem Scholars' commitment to educational excellence, strong academic focus, rigorous curriculum and instructional staff, as well as its relationship with the East Harlem Tutorial Program
- b) the extended day program
- c) the use of data-driven decision-making, innovative instructional practices and comprehensive academic support to help students achieve.

East Harlem Scholars has the demonstrated capacity to undertake an extensive student outreach plan to ensure that a broad range of families in East Harlem are informed about the school and can apply to enroll their age-eligible children. The Director of Operations oversees the school's marketing and outreach efforts and is supported by EHTP's communications department, which plays an integral role in developing marketing materials and website content. The Director of Operations is able to leverage the connections and visibility of the East Harlem Scholars' Board and East Harlem Tutorial Program, which has served the community for more than half a century, in the school's outreach efforts. The Director of Operations is required to document annual recruitment activities in a log and all copies of recruitment materials are saved electronically.

The school will annually evaluate the efficacy of the school's recruitment and enrollment efforts for SWD, ELLs and FRL. Making progress towards meeting or exceeding its enrollment targets is a goal in the school's accountability plan for the renewal term. As such, the leadership team will report enrollment and retention data to the Board on a quarterly basis against the school's targets to ensure the Board is cognizant of the progress East Harlem Scholars is making towards meeting its targets. When families withdraw their children from the School, every effort is made to determine the reason for the family's decision and that information is reported to the board. Particular attention is paid to families with children in these at-risk groups to determine if the reason was directly related to the school's ability to meet the needs of their children. This data will inform whether or not the school needs to modify its intervention programs to improve retention of its at-risk students. When annual enrollment and/or retention targets fall short of targeted goals, the school leadership will present an improvement plan to the Board that identifies the weaknesses in the overall recruitment and/or retention strategies and the plans to strengthen these areas to meet targets in the subsequent year.

### **Retention of ELLs, SWD and FRL**

The school will continue to take several measures to ensure that its ELLs, FRL and SWD return to the school each year.

Our commitment to family support and engagement in East Harlem Scholars' academic and school life will help us retain at-risk students. Our commitment to ensure all families, particularly of these at-risk students, feel welcomed as an integral part of the community is one of our core values. We are sensitive to the needs of families (for instance where the adult(s) in the household may have work or have childcare constraints due to their socioeconomic circumstances) by offering a flexible schedule for families to attend teacher conferences, PTA meetings and other events that are necessary to support their child's

education and engage them in the school community. We also ensure these meetings and events are accessible to non-English speaking families through translators.

At-risk students will thrive in our highly responsive school model that promotes individualized student instruction. Our data-driven instructional model, co-teaching approach in the elementary school and range of support and intervention strategies and staff in the K-8 academic model ensures that all children's needs are met. East Harlem Scholars has a comprehensive academic intervention program designed to support SWD, ELLs and FRL students' achieving NYS CCCS. Our strong Response to Intervention process to identify struggling students through data and classroom observations and our proposed and established collaborative, evidence-based interventions supported by special education staff, ELL and reading specialists, and social workers ensures no students fall through the cracks.

For SWD, East Harlem Scholars has Special Education Teacher Support Services and Integrated Collaborative Teaching classrooms in the elementary school and contracts with outside providers for related services not provided by school staff. For ELLs, the school has ELL Specialists who will work with classroom teachers in incorporating specific strategies like sheltered instruction in their classrooms to support ELLs (and former ELLs) in reading and math skills and in acquiring content knowledge. The ELL Specialists also provide direct instructional support to ELLs. FRL students may fall into a number of categories, including ELLs and SWD and will receive services accordingly. In addition, targeted instruction is also provided struggling students through guided reading groups as well as a learning specialists who, in addition to working directly with students, support classroom teachers in incorporating research-based interventions to support struggling students in their own classroom teaching.

East Harlem Scholar's Director of Curriculum and Instruction at the elementary level and middle school level will be responsible for monitoring and overseeing the school's retention efforts and the performance of students in these three populations and will be supported in these efforts by the specialists providing direct services to these students (special education teachers, ELL specialists and reading specialists). Records of academic retention efforts will be the responsibility of each school division's Director of Curriculum and Instruction while records of family engagement retention efforts are the responsibility of each division's Director of School Culture and Family Engagement.

We are confident that our recruitment and retention efforts will results in our meeting and likely exceeding our enrollment and retention targets for these special populations in our second charter term.



**SECOND AMENDED AND RESTATED BY-LAWS OF EAST HARLEM  
SCHOLARS ACADEMY CHARTER SCHOOL**

**ARTICLE I: NAME**

The name of the Corporation is the East Harlem Scholars Academy Charter School (hereinafter “the Corporation”).

**ARTICLE II: MEMBERSHIP**

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

**ARTICLE III: BOARD OF TRUSTEES**

**A. Powers.** The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the provisions of applicable law (including the Education Law, Not-for-Profit Corporation Law and Open Meetings Law), as well as the requirements of the charter of the schools governed by the Corporation as currently exist and may be added in the future (the “Schools”) and these By-laws. The Board may delegate the management of the activities of the Schools to others, so long as the affairs of the Schools are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

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

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Schools; to prescribe powers and duties for them and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Schools, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board’s judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Schools;
5. To carry on the business of operating the Schools and apply any surplus that results from the business activity to any activity in which the Schools may engage;
6. To act as Trustee under any trust incidental to the Schools’ purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not-for-Profit Corporation Law, the Education Law and any limitations noted in the By-laws and the Schools' charters;

9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the Not-for-Profit Corporation Law, the Education Law and the limitations noted in these By-laws.

**B. Number of Trustees.** The number of Trustees of the Corporation shall be no fewer than five (5) and shall not exceed fifteen (15). The initial number of Trustees shall be nine. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws. At the time of ratification of these Bylaws the number was fixed at eight (8) Trustees.

#### **C. Election of Trustees.**

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office. Trustees-elect assume office subject to approval by the charter authorizer as set forth in the Schools' charter agreements.

2. Eligibility. The Board may elect any person who is not an employee of the Corporation and who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the Corporation (and therefore the Schools) faithfully and effectively. At least 51 percent and no more than 60 percent of Trustees may also be members of the Board of Directors of East Harlem Tutorial Program..

3. Interested Persons. Not more than forty-nine percent (49%) of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous twelve (12) months (with the exception of employees of the Corporation as they are ineligible to hold a seat as a Trustee of the Corporation); or (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.

#### 4. Term of Office.

- a. The initial Trustees shall be divided into two (2) classes for the purpose of staggering their terms of office. The Board Executive Committee will assign each founding Board member to a class prior to the first Board meeting. All classes shall be as nearly equal in number as possible. The assignment of any Board member to a particular class does not in any way restrict that Board member from participating fully in all Board activities and from serving additional terms.
- b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees and the second class at the second succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for two (2) years.
- c. The term of office of a Trustee elected to fill a vacancy in these By-laws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.
- d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Corporation's Charter, the By-laws, or other Board action.
- e. A Trustee's term of office shall not be extended or shortened beyond that for which the Trustee was elected by amendment of the Corporation's Charter or the By-laws or other Board action.
- f. There shall be no limit to the number of terms that a Trustee may be elected or appointed to serve.

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

**D. Removal of Trustees.** The Board may remove or suspend a Trustee with cause by vote of a majority of the entire Board on examination and due proof of the truth of a written complaint by any Trustee of misconduct, incapacity or neglect of duty, in accordance with Section 226(8) of the Education Law and other such sections of the Education Law and the Not-for-Profit Corporation Law, which may be applicable provided that the Board shall give at least one week's notice of the proposed action to the accused and to each Trustee.

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

Trustee shall fail to attend three (3) consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned and the vacancy shall be filled.

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

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

#### **ARTICLE IV: OFFICES**

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

#### **ARTICLE V: MEETINGS OF THE BOARD**

**A. Place of Meetings.** Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate, such as one of the Schools.

**B. Annual Meeting.** An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

**C. Regular Meetings.** A minimum of seven (7) Regular Meetings shall be held each year on dates determined by the Board. For this purpose, the June Annual Meeting shall count as a Regular Meeting.

**D. Special Meetings.** A Special Meeting shall be held at any time called by the Chair, or in his or her absence by the senior Trustee, upon written request of three (3) Trustees. Seniority shall be according to the order in which the Trustees are named in the Corporation's Charter or subsequently elected.

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

**F. Notice to Trustees.** Notices to Trustees of Board Meetings shall be given as follows:

1. The time and place of every meeting shall be mailed not less than five (5) nor more than ten (10) days before the meeting to the usual address of every Trustee.

2. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid or when personally or courier delivered in writing to the recipient.

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

**H. Public Notice.** Public notice of all Board meetings shall be given in accordance with the Board's adopted procedures which shall incorporate the notice requirements of the Article 7 of the Public Officers Law. The notice shall include the time and place of the meeting and shall include any location from which a Trustee is participating via video-conference (in accordance with Article VI(B)(2) herein), such that the public may attend the meeting from that location as well.

## **ARTICLE VI: ACTION BY THE BOARD**

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

### **B. Action by the Board.**

1. **Actions Taken at Board Meetings.** Any business may be transacted and any corporate action may be taken at any regular or special meeting of the Board of Trustees at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these By-laws. Except as otherwise provided by statute or by these By-laws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. **Board Participation by Other Means.** In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the Corporation. To the extent permitted by Article 7 of the Public Officers Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees participating other than in-person or by live video-conferencing shall not vote. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe, and the location of such site shall be included in the public notice of the meeting. All meetings of the Board are subject to the provisions of the Open Meetings Law.

### **C. Committees.**

1. Appointment of Committees. The Board may create standing, special and other committees for any purpose. With the exception of standing committees, the Chair of the Board shall appoint members to and designate the chairs of such committees, with the consent of the Board. A Board committee will consist of not fewer than three (3) Trustees, who shall serve at the pleasure of the Board, except that any executive committee of the Board shall comprise not fewer than five (5) Trustees.

2. Standing Committees. The Board shall have five (5) standing committees consisting solely of Trustees: an Executive Committee (chaired by the Board Chair), a Finance Committee (chaired by the Treasurer), an Education and Accountability Committee and one (1) Oversight Committee for each of the Schools governed by the Corporation. Additional Chairs and committee members of these standing committees shall be elected by a majority vote of the entire Board. The Executive Committee shall have no less than five (5) members and the Finance, Oversight and Education and Accountability Committees shall each have no less than three (3) members.

3. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee;
- c. The amendment or repeal of the By-laws or the adoption of new By-laws;
- d. The appointment of other committees of the Board, or the members of the committees; and
- e. The amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repealable.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board committee are to be conducted. In the absence of such prescription, a Board committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the committee are subject to the provisions of these By-laws and the Open Meetings Law with respect to the calling and notice of meetings.

### **D. Standard of Care.**

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

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- c. A Board committee on which the Trustee does not serve, duly designated in accordance with a provision of the Schools' charters or By-laws, as to matters within its designated authority, provided the Trustee believes the committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D1, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D1, and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

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

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

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

## **ARTICLE VII: OFFICERS**

**A. Officers.** The “Officers” of the Corporation consist of a Chair (hereinafter “Chair”), Vice Chair (hereinafter “Vice Chair”), a Secretary and a Chief Financial Officer (hereinafter “Treasurer”). The Corporation also may have such other Officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board and these By-laws may prescribe. If present, the Chair shall preside at Board meetings.

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

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation’s principal office or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Schools’ charters and By-laws, with amendments; (c) keep or cause to be kept a copy of the Corporation’s incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and committee meetings as required by the By-laws; and (e) have such other powers and perform such other duties as the Board may prescribe.

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

### **B. Election, Eligibility and Term of Office.**

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

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



3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

**C. Removal and Resignation.** The Board may remove any Officer in accordance with Section 226(8) of the Education Law and other such sections of the Education Law and the Not-for-Profit Corporation Law, which may be applicable. Any Officer may resign at any time by giving written notice to the Board, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

#### **ARTICLE VIII: NON-LIABILITY OF TRUSTEES**

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

#### **ARTICLE IX: SELF-DEALING TRANSACTIONS**

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board and permitted by applicable Law (including such applicable provisions of the General Municipal Law, Education Law and Not-For-Profit Corporation Law). "Self dealing transaction" means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the Corporation and without favoritism, and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.

#### **ARTICLE XI: OTHER PROVISIONS**

**A. Fiscal Year.** The fiscal year of the School begins on July 1 of each year and ends June 30.

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

**C. Checks and Notes.** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School may be signed by the Chair of the Board, the Principal, or Treasurer, or any Trustee designated for that purpose. In the instance that that the Corporation utilizes a fiscal sponsor, check requests must be made in writing to the fiscal sponsor by those same individuals. Check requests for amounts of \$5,000.00 or greater must be signed by two (2) of these individuals.

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

**E. Conflict of Interest.** The Board shall adopt a Conflict of Interest Policy. The Conflicts of Interest Policy shall provide that no Trustee, Officer, employee or committee member or his or her spouse shall have an interest, direct or indirect, in any proposed or actual contract when such Trustee, Officer, employee or committee member, individually or as a member of the Board or committee, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above (subject to certain exceptions allowed under Section 802 of the General Municipal Law). Any Trustee, Officer, employee or committee member with such an interest shall make a prompt, full and frank public disclosure of his or her interest to the Board, committee and supervisor, if applicable. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation’s interest, and shall be made part of and set forth in the minutes of the Board’s meeting. The Conflict of Interest Policy shall also provide that no Trustee, officer, employee or committee member shall (i) directly or indirectly solicit, accept or receive any gift having a value of fifty dollars (\$50) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him or her in the performance of his or her official duties, or was intended as a reward for any official action on his or her part; (ii) disclose confidential information acquired in the course of his or her official duties or use such information to further her or her personal interests; (iii) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the charter school of which he or she is an officer, member or employee or to which he or she the power to appoint any member, officer or employee; or (iv) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered. This provision is intended to comply with Sections 800-804, 804-a, 805, 805-a, 805-b and 806 of the General Municipal Law, and shall be interpreted in accordance with those provisions. The Conflict of Interest Policy shall also provide that Trustees, Officers and employees: (i) cannot have an interest in any for-profit contract with the Corporation; (ii) hold investments in conflict with official duties; (iii) engage in private employment in conflict with official duties; or (iv) solicit or accept, or take any action in furtherance of, future employment that is in conflict with official duties.

To the extent of any conflict between any provision of these By-laws and those provisions of the General Municipal Law, those provisions of the General Municipal Law shall control.

**F. Interpretation of Charter.** To the extent of any conflict between any provision of these By-laws and article 56 of the Education Law, the Open Meetings Law, and the General Municipal Law, the provision of New York law will control. Whenever any provision of the By-laws is in conflict with the provisions of the Corporation's Charter, the provisions of the Charter shall control.

#### **ARTICLE XII: AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these By-laws subject to approval by the charter entity.

#### **CERTIFICATE OF THE SECRETARY**

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

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Secretary of the Corporation

RENEWAL CHARTER EXHIBIT No. 18						DESCRIPTION OF ASSUMPTIONS
East Harlem Scholars Academy Charter School						
PROJECTED BUDGET / OPERATING PLAN FOR NEXT CHARTER PERIOD						
Total Revenue	8,135,807	9,385,954	10,685,159	10,774,220	10,832,755	
Total Expenses	8,069,376	9,493,788	10,199,661	10,465,093	10,764,642	
Net Income (Before Cash Flow Adjustments)	66,431	(107,834)	485,499	309,127	68,112	
Actual Student Enrollment	384	440	496	496	496	
Total Paid Student Enrollment	388	444	500	500	500	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2017	2018	2019	2020	2021	
REVENUE	Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES	0.0%	0.0%	0.0%	0.0%	0.0%	
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter Name)	-	-	-	-	-	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
Community School District 4, New York City	14,027	5,386,368	6,171,880	6,957,392	6,957,392	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	5,386,368	6,171,880	6,957,392	6,957,392	
Special Education Revenue		1,447,502	1,658,596	1,869,690	1,869,690	
Grants						
Stimulus		-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	
Other		-	-	-	-	
Other		40,191	46,513	52,957	53,486	
TOTAL REVENUE FROM STATE SOURCES		6,874,061	7,876,988	8,880,038	8,880,568	
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		84,611	97,920	111,486	112,601	
Title I		117,359	135,818	154,635	156,181	
Title Funding - Other		9,974	11,543	13,142	13,274	
School Food Service (Free Lunch)		358,462	414,845	472,320	477,044	
Grants						
Charter School Program (CSP) Planning & Implementation		-	-	-	-	
Other		-	-	-	-	
Other		-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		570,406	660,127	751,584	759,100	
LOCAL and OTHER REVENUE						
Contributions and Donations		150,000	150,000	200,000	250,000	
Fundraising		50,000	50,000	50,000	75,000	
Erate Reimbursement		39,671	40,067	40,468	40,873	
Earnings on Investments		-	-	-	-	
Interest Income		-	-	-	-	
Food Service (Income from meals)		-	-	-	-	
Text Book		-	-	-	-	
OTHER		451,669	608,772	763,069	768,680	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		691,340	848,839	1,053,537	1,134,552	
TOTAL REVENUE		8,135,807	9,385,954	10,685,159	10,774,220	

Based on current per pupill funding with no increases over 5 y

Based on current SPED enrollment (18% <60% and 2% 20%-60

NYSTL, NYSLIB, NYSSL, State meal reiimbursement - based on

Based on current SPED enrollment and annual 1% increase in

Based on prior year allocation

Title II based on prior year allocatoin

Building on current foundation base to include 1 -2 additional.

Based on results of annual benefit

Facilities funding at \$2,800 per student

10,832,755



East Harlem Scholars Academy Charter School					
PROJECTED BUDGET / OPERATING PLAN FOR NEXT CHARTER PERIOD					
Total Revenue	8,135,807	9,385,954	10,685,159	10,774,220	10,832,755
Total Expenses	8,069,376	9,493,788	10,199,661	10,465,093	10,764,642
Net Income (Before Cash Flow Adjustments)	66,431	(107,834)	485,499	309,127	68,112
Actual Student Enrollment	384	440	496	496	496
Total Paid Student Enrollment	388	444	500	500	500
	Year 1	Year 2	Year 3	Year 4	Year 5
	2017	2018	2019	2020	2021

DESCRIPTION OF ASSUMPTIONS

ENROLLMENT - \*School Districts Are Linked To Above Entries\*

School District 1 (Enter Name)	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
Community School District 4, New York City	384	440	496	496	496
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
TOTAL ENROLLMENT	384	440	496	496	496
REVENUE PER PUPIL	21,187	21,332	21,543	21,722	21,840
EXPENSES PER PUPIL	21,014	21,577	20,564	21,099	21,703

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES					
Example - Add Back Depreciation	105,587	105,587	105,587	105,587	105,587
Other	-	-	-	-	-
Total Operating Activities	105,587	105,587	105,587	105,587	105,587
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	\$ (52,000)	\$ (57,000)	\$ (64,000)	\$ (24,000)	\$ (24,000)
Other	-	-	-	-	-
Total Investment Activities	(52,000)	(57,000)	(64,000)	(24,000)	(24,000)
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	53,587	48,587	41,587	81,587	81,587
NET INCOME	120,018	(59,247)	527,086	390,714	149,699
Beginning Cash Balance	743,067	863,085	803,838	1,330,924	1,721,638
ENDING CASH BALANCE	863,085	803,838	1,330,924	1,721,638	1,871,338

RENEWAL CHARTER EXHIBIT No. 18						DESCRIPTION OF ASSUMPTIONS
East Harlem Scholars Academy Charter School Education Corporation						
PROJECTED BUDGET / OPERATING PLAN FOR NEXT CHARTER PERIOD						
Total Revenue	13,119,227	15,389,531	17,725,147	18,987,933	20,068,878	
Total Expenses	12,842,345	15,023,208	16,637,196	17,751,907	18,535,874	
Net Income (Before Cash Flow Adjustments)	276,882	366,323	1,087,951	1,236,025	1,533,004	
Actual Student Enrollment	654	767	878	942	996	
Total Paid Student Enrollment	-	-	-	-	-	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2017	2018	2019	2020	2021	
REVENUE	Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES	0.0%	0.0%	0.0%	0.0%	0.0%	
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter Name)	-	-	-	-	-	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
Community School District 4, New York City	14,027	9,173,658	10,758,709	12,315,706	13,213,434	13,970,892
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	9,173,658	10,758,709	12,315,706	13,213,434	13,970,892
Special Education Revenue		2,038,780	2,374,699	2,706,238	2,846,393	2,964,649
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmnt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		69,284	82,100	94,945	103,000	110,085
TOTAL REVENUE FROM STATE SOURCES		11,281,721	13,215,508	15,116,890	16,162,827	17,045,625
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		114,722	133,792	153,061	160,765	167,723
Title I		222,531	264,467	306,425	335,174	360,414
Title Funding - Other		24,000	28,700	33,386	37,145	40,436
School Food Service (Free Lunch)		610,333	722,939	835,833	905,703	967,179
Grants						
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		971,586	1,149,898	1,328,705	1,438,787	1,535,752
LOCAL and OTHER REVENUE						
Contributions and Donations		250,000	250,000	350,000	400,000	500,000
Fundraising		100,000	100,000	100,000	150,000	150,000
Erate Reimbursement		63,250	64,354	65,484	66,639	67,820
Earnings on Investments		-	-	-	-	-
Interest Income		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		452,669	609,772	764,069	769,680	769,680
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		865,920	1,024,126	1,279,552	1,386,318	1,487,500
TOTAL REVENUE		13,119,227	15,389,531	17,725,147	18,987,933	20,068,878

Based on current per pupil funding with no increases over 5 years
Based on current SPED enrollment (18% <60% and 2% 20%-60%)
NYSTL, NYSLIB, NYSSL, State meal reimbursement - based on current enrollment
Based on current SPED enrollment and annual 1% increase in Title II based on prior year allocation
Building on current foundation base to include 1 -2 additional facilities
Based on results of annual benefit
Facilities funding at \$2,800 per student



RENEWAL CHARTER EXHIBIT No. 18						DESCRIPTION OF ASSUMPTIONS	
East Harlem Scholars Academy Charter School Education Corporation							
PROJECTED BUDGET / OPERATING PLAN FOR NEXT CHARTER PERIOD							
Total Revenue	13,119,227	15,389,531	17,725,147	18,987,933	20,068,878		
Total Expenses	12,842,345	15,023,208	16,637,196	17,751,907	18,535,874		
Net Income (Before Cash Flow Adjustments)	276,882	366,323	1,087,951	1,236,025	1,533,004		
Actual Student Enrollment	654	767	878	942	996		
Total Paid Student Enrollment	-	-	-	-	-		
	Year 1	Year 2	Year 3	Year 4	Year 5		
	2017	2018	2019	2020	2021		
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management	1.00	156,483	161,177	166,013	170,993	176,123	Shared Managing Director
Instructional Management	-	380,191	481,597	513,344	528,745	544,607	Principals of the elementary and middle schools
Deans, Directors & Coordinators	-	672,488	765,502	861,307	959,987	986,626	Directors of Curriculum & Instruction, Directors of School Culture
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	-	301,566	310,613	357,431	368,154	379,199	Full Operations team
Administrative Staff	-	40,505	85,875	88,451	118,605	122,163	Administrative assistants
TOTAL ADMINISTRATIVE STAFF	1.00	1,551,232	1,804,764	1,986,546	2,146,483	2,208,717	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	2,280,906	2,656,797	2,982,744	3,072,227	3,160,927	Co teachers K-5 and subject teachers 6-8
Teachers - SPED	-	759,960	899,741	1,043,716	1,130,940	1,220,780	1 teacher per grade
Substitute Teachers	-	95,482	98,346	101,296	104,335	107,465	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	-	1,004,085	1,159,716	1,256,437	1,417,989	1,460,529	PE, ELL, Reading, Music, Art, Spanish
Aides	-	-	-	-	-	-	
Therapists & Counselors	-	724,495	808,114	887,358	975,864	1,005,139	Pupil services including social workers, paraprofessionals, SPE
Other	-	53,000	56,000	59,000	59,000	59,000	Includes summer stipends and grade team leads
TOTAL INSTRUCTIONAL	-	4,917,927	5,678,715	6,330,551	6,760,354	7,013,841	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	1.00	6,469,159	7,483,479	8,317,097	8,906,838	9,222,559	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		560,876	648,818	721,092	772,223	799,596	Based on payroll
Fringe / Employee Benefits		537,646	634,886	708,945	773,396	813,215	Based on rate increase and increase in personnel
Retirement / Pension		113,457	134,127	150,809	166,243	175,428	Based on increase in personnel
TOTAL PAYROLL TAXES AND BENEFITS		1,211,979	1,417,831	1,580,846	1,711,861	1,788,239	
TOTAL PERSONNEL SERVICE COSTS	1.00	7,681,138	8,901,310	9,897,943	10,618,699	11,010,798	
CONTRACTED SERVICES							
Accounting / Audit		36,060	37,142	38,256	39,404	40,586	Based on rate increase
Legal		3,246	3,344	3,444	3,547	3,654	Based on rate increase
Management Company Fee		1,023,869	1,054,585	1,171,937	1,207,095	1,288,676	Shared Service agreement with EHTP
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	-	26,608	31,268	34,607	36,170	37,256	Based on rate increase and increase in personnel
Special Ed Services	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting		139,097	144,970	155,665	161,853	167,032	Includes, academic consultants, fiscal support, special ed cons
TOTAL CONTRACTED SERVICES		1,228,881	1,271,309	1,403,909	1,448,070	1,537,203	
SCHOOL OPERATIONS							
Board Expenses		2,228	2,295	2,364	2,434	2,508	Based on rate increase
Classroom / Teaching Supplies & Materials		201,750	240,182	272,806	301,432	327,670	Based on rate increase and increase in students
Special Ed Supplies & Materials		27,871	33,721	40,545	48,752	58,223	Based on rate increase and increase in SPED students
Textbooks / Workbooks		182,470	217,259	252,264	275,739	296,289	Based on rate increase and increase in students
Supplies & Materials other		12,436	14,623	16,922	17,430	17,953	Based on rate increase and increase in students
Equipment / Furniture		88,597	104,788	118,160	130,816	138,246	Based on rate increase and increase in personnel
Telephone		86,601	102,210	113,759	123,480	129,612	Based on rate increase and increase in personnel
Technology		200,389	234,461	260,564	283,387	297,663	Based on rate increase, increase in students (n part) and incr
Student Testing & Assessment		30,160	35,979	42,039	45,268	48,330	Based on rate increase and increase in students
Field Trips		59,620	71,187	87,462	94,931	101,971	Based on rate increase and increase in students
Transportation (student)		-	-	-	-	-	
Student Services - other		544,580	652,115	763,841	831,717	895,580	Based on rate increase and increase in students
Office Expense		183,479	221,591	260,994	291,156	319,217	Based on rate increase and increase in students
Staff Development		150,994	178,900	199,387	217,345	227,879	Based on rate increase and increase in personnel
Staff Recruitment		34,018	39,756	44,012	47,597	49,425	Based on rate increase and increase in personnel
Student Recruitment / Marketing		53,430	55,033	56,684	58,384	60,136	Based on rate increase and increase in students
School Meals / Lunch		631,974	748,364	864,802	939,573	1,005,237	Based on rate increase and increase in students
Travel (Staff)		17,135	20,160	22,002	23,152	24,036	Based on rate increase and increase in personnel
Fundraising		-	-	-	-	-	
Other		15,294	15,753	16,226	16,713	17,214	Bank charges, smalll meetings, miscellaneous
TOTAL SCHOOL OPERATIONS		2,523,026	2,988,375	3,434,833	3,749,307	4,017,190	
FACILITY OPERATION & MAINTENANCE							
Insurance		70,323	84,887	99,948	111,338	121,940	Based on rate increase and increase in students
Janitorial		150,000	154,500	159,135	163,909	168,826	Based on anticipated new building costs
Building and Land Rent / Lease		404,208	820,000	820,000	820,000	820,000	Based on lease for new Community Education Center
Repairs & Maintenance		101,940	104,998	108,148	111,392	114,334	Based on anticipated new building costs
Equipment / Furniture		100,000	103,000	106,090	109,273	112,551	Based on anticipated new building costs
Security		150,000	154,500	159,135	163,909	168,826	Based on anticipated new building costs
Utilities		250,000	257,500	265,225	273,182	281,377	Based on anticipated new building costs
TOTAL FACILITY OPERATION & MAINTENANCE		1,226,471	1,679,385	1,717,681	1,753,002	1,787,855	
DEPRECIATION & AMORTIZATION		182,829	182,829	182,829	182,829	182,829	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	-	
TOTAL EXPENSES		12,842,345	15,023,208	16,637,196	17,751,907	18,535,874	
NET INCOME		276,882	366,323	1,087,951	1,236,025	1,533,004	



RENEWAL CHARTER EXHIBIT No. 18						DESCRIPTION OF ASSUMPTIONS
East Harlem Scholars Academy Charter School Education Corporation						
PROJECTED BUDGET / OPERATING PLAN FOR NEXT CHARTER PERIOD						
Total Revenue	13,119,227	15,389,531	17,725,147	18,987,933	20,068,878	
Total Expenses	12,842,345	15,023,208	16,637,196	17,751,907	18,535,874	
Net Income (Before Cash Flow Adjustments)	276,882	366,323	1,087,951	1,236,025	1,533,004	
Actual Student Enrollment	654	767	878	942	996	
Total Paid Student Enrollment	-	-	-	-	-	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2017	2018	2019	2020	2021	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	-	-	-	-	-	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
Community School District 4, New York City	654	767	878	942	996	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
TOTAL ENROLLMENT	654	767	878	942	996	
REVENUE PER PUPIL	20,060	20,065	20,188	20,157	20,149	
EXPENSES PER PUPIL	19,637	19,587	18,949	18,845	18,610	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	182,829	182,829	182,829	182,829	182,829	
Other	-	-	-	-	-	
Total Operating Activities	182,829	182,829	182,829	182,829	182,829	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	(114,000)	(128,000)	(135,000)	(95,000)	(95,000)	
Other	-	-	-	-	-	
Total Investment Activities	(114,000)	(128,000)	(135,000)	(95,000)	(95,000)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	68,829	54,829	47,829	87,829	87,829	
NET INCOME	345,711	421,152	1,135,780	1,323,854	1,620,833	
Beginning Cash Balance	856,067	1,201,778	1,622,930	2,758,710	4,082,564	
ENDING CASH BALANCE	1,201,778	1,622,930	2,758,710	4,082,564	5,703,397	