

Part 1: Introduction

I. Applicant Information

1. **Proposed Name of the School** - The Williamsburg Charter High School (WCHS)
2. **Conversion Status** – WCHS is not a conversion school.
3. **Name of Lead Applicant** – Lourdes Rivera-Putz
4. **Mailing Address** 198 Varet Street
 Brooklyn, NY 11206
5. **Telephone Numbers** Work - 718-782-9830
 Fax - 718-782-9834
6. **E-Mail address** uwsofny@aol.com
7. **Name of Management Company** – Not Applicable
8. **Name of Partner Organization** – Not Applicable
9. **Tentative or Preferred location of WCHS** – 198 Varet Street, Brooklyn, NY 11206
10. **Tentative opening date of WCHS** - August 28, 2014
11. **First Year Projected Enrollment** – 963 Students
12. **First Year Grade Levels to be Served** – 9, 10, 11, and 12
13. **Total projected enrollment at the time of the charter renewal** – 963students
14. **Grades served at the time of charter renewal** - 9, 10, 11, and 12
15. **Total Projected Enrollment at Full Growth** – 963 students
16. **Grade levels served at Full Enrollment** - 9, 10, 11, and 12
17. **Previous Applications** - WCHS applied successfully to NYC DOE for its original, five year charter in September 2003 and its second renewal in 2008 WCHS is now following with this third charter renewal application.
18. **Proof of federal and state criminal records check**

Kathleen Gaffney
Valerie Jacobson
Joseph Cardarelli

Fingerprint receipts are presented in **Attachment 1**.

II. Executive Summary

1. Mission - The Williamsburg Charter School unites youth, families, staff, teachers and the community at large in providing young people with the tools necessary to make sense of the world and prepares them in their journey to become skilled workers in and literate citizens of the world community. Young people accomplish this through their participation in a rigorous and demanding liberal arts education that includes language, literature, writing, science, history, mathematics, the arts, technology and explorations in disciplines designed to teach fairness, justice, respect and compassion for themselves and others as well as the skills of critical thinking, communication and research.

2. Goals - The Williamsburg Charter High School has articulated specific educational and organizational goals in five standard-expectation statements:

- **High Academic Attainment and Improvement** - Students' academic performance meets or exceeds local, state, and national standards
- **Responsive Educational Program and Environment** - A quality educational program enables all students to achieve academically and socially
- **Responsible School Leadership, Governance and Management** - Leadership furthers the school's mission, program and goals and is strategic to ensure adequacy, alignment, and coherence of actions
- **Financial Sustainability and Internal Controls** - The school is a well-run organization and capable of achieving long-term success
- **Strong Culture and Supportive Relationships** - There is a high social trust among the school community and culture of excellence

Other Williamsburg Charter High School non academic goals will address other criteria including Adequate Yearly Progress status, graduation rates, student engagement/enrollment, parent/staff/student satisfaction, and financial compliance/viability.

3. Educational Program - Drawing on extensive research, collaboration, and decades of first-hand experience, the WCHS educational program will continue to be enriched by the following practices:

- **Performance-Driven Accountability:** Clear standards have been defined for student learning along with educational strategies for all students to use in meeting them. All resources, policies, and practices have been aligned in order to carry out these strategies while tracking results for reflection and improvement. The entire school is responsible and accountable for student performance.
- **Exhibition of Longitudinal Knowledge:** A means by which students can demonstrate their accumulated knowledge over time has been incorporated into the education program.
- **Participation in the Youth Development Framework:** All students will participate in an ongoing, interrelated process patterned after the Family Group Model for meeting personal needs and developing and using competencies.

- **Performance equal to or exceeding NYS Mandated Requirements for Graduation:** All Students will meet or exceed mandated graduation requirements including: NYS Regents ("Commencement Level") Exams in English, Integrated Algebra, Global History & Geography, United States History, Earth Science and/or Biology for all 9-12 grade students. Teachers will develop and administer standards-based examinations to test the extent to which students have mastered learning objectives in the classroom. Students will develop personal achievement targets, which exceed performance standards adopted by the Board of Regents for other public schools.
- **Participation in Extended Exploration Research Projects** which encourage students to explore learning that highlights and strengthens their critical thinking, communication and research skills.
- **Participation in ongoing Evaluation and Analysis Processes** involving all members of the school community including parents, students, staff and administration ensures that the School's educational goals are being met
- **Instruction and other activities of a highly qualified teaching staff** supported by continuous and rigorous professional development guided by a plan based on relevant measures of student performance.
- **Support for Appropriate Instructional and Administrative Technology** which ensure information availability for learning, and the management of learning, communications empowerment for members of the WCHS community, and access the virtual resources needed to support high success in a world of increasing technical complexity.

The unique attributes and Key initiatives of WCHS - The unique attributes and key initiatives that distinguish WCHS from other public schools and other charter schools are its rigorous college-preparatory program, belief system, and the commitment to support all members of the WCHS community

- **The Rigorous WCHS College-Preparatory Program** - A rigorous liberal arts program, having high expectations for all school community members, personalized relationships, youth participation and development, and a relentless attention to the preparation of all students for college standards, will lead to graduation and successful entry into higher educational opportunities.
- **The WCHS Belief System** - WCHS educators believe respect is the most important value at the school. Helping students develop the art of respect is a school-wide goal and is modeled by all adults. This code serves as the operational glue, which holds the school community together. All members of the WCHS community are expected to demonstrate the following elements of respect: self-respect, respect for peers, adults and differences, respect for property, citizenship, honesty, effort, cooperation, fairness, self-control, punctuality, and good manners
- **The WCHS Data-Driven System** – WCHS educator instructional decision-making is driven by the diagnosis of student performance information, followed by prescriptions for instruction and further assessment. The result is continuous school improvement as educators can meet the needs of individual students, and modify instruction, which can be increasingly effective. Support for the process includes advanced student information analysis systems, directed and expansive professional development, and incentives for staff members.

4. Enrollment - In Year 1 (2014-2015) WCHS will serve a total of 944 students, grades 9-12. Please refer to the following table for specific enrollment figures.

Total Number of WCHS Students Enrolled Each Year Per Grade					
	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018	Year 5 2018-2019
9 th Grade	315	169	200	260	315
10 th Grade	260	315	169	200	260
11 th Grade	200	260	315	169	200
12 th Grade	169	200	260	315	169
Total Number of Students	963	963	963	963	963

5. Governance and Organizational Design - In addition to commitments contained in WCHS Bylaws and the Code of Ethics, Board members are guided by the WCHS Board Member resource manual, a plan which contains fundamentals of Board operations, and management of the Board, its meetings, records, and committees. Much of its work is in accomplished in board committees.

Board Committees - The identification of Board Committees, their composition, roles, and scope of authority is established in the Williamsburg Charter High School Bylaws: Article IV.3

- **Appointment of Committees** - The Board may create Committees of the Board for any purpose, and the Chairperson may, or failing that, the Board may appoint Trustees to and designate the chairs of such Board Committees. A Board Committee will consist of not fewer than three Trustees, who serve at the pleasure of the Chairperson of the Board, except that any Executive Committee of the Board, if any, will consist of not fewer than five Trustees.
- **Standing Committees** - The Board shall have four standing committees: the Executive Committee, the Finance Committee, a Board Development Committee and the Education and Accountability Committee.
- **Authority of Board Committees** - The Board may delegate to a Board Committee any of the authority of the Board.
- **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 a Board Committee are governed by the provisions of the Bylaws and the Open Meetings Law with respect to the calling of meetings.

Board Interactions with School Administrators - An effective working relationship between the WCHS Board and the Principal has been built upon three principles:

- Recognition of the distinction between governance work of the board and management work of the staff
- Recognition of ends/means distinction with a bias in favor of high impact decision-making.
- Establish and maintain clarity about what the board does and what staff does

The WCHS Board-Principal relationship reflects the distinction between “ends decision-making” by the Board of Trustees and the means used by staff to achieve the ends set by the Board. Ends decision-making has the effect of creating boundaries with autonomy for the Principal and his or her staff. Such Board major decisions including setting the budget, determining the strategic plan, formulating major policy, and interpreting laws and regulations with which WCHS must comply, create the playing field upon which the Principal has the authority to act.

The Board has a supervisory or oversight role with the Principal. The Board hires, supervises, evaluates, compensates, and (if necessary) terminates the WCHS Principal. The Principal, in turn, hires, supervises, evaluates, and makes compensation decisions within the scales and budget set by the Board as provided for by the board-approved annual budget.

Interactions with Parents and Parent Groups - Involving parents and families in the life of Williamsburg Charter School is critical to the School's success with its students. In order to make this a priority, the Board has adopted a formal policy on parent involvement. Primary characteristics include:

- Including the President of the WCHS Parent Association as a Non-Voting trustee.
- Parental participation in the development and annual review of the Parent Involvement Policy and School Wide Parental Involvement Plan (PIP).
- Committee members design, and administer a parent satisfaction survey, which is consistent with parent involvement performance measures presented in the school’s Accountability Plan. They analyze the survey opinion, create venues for the presentation of survey outcomes to parents, their comments and combine them, and make recommendations.

The Board’s Evaluation Plan for the Principal - The WCHS Board of Trustees will appraise the work of the Principal with the aim of helping to improve the confidence, support, growth and working relationship between the Board and that person. The WCHS evaluation process will be developed to play a key role in clarifying and strengthening the Board staff relationship.

The Principal’s performance should be measured in relation to his or her job description, and the evaluation will cover the following activity areas: staff relations; administration; planning; educational program; leadership; fiscal management; external public relations; effectiveness in working with the board to meet the requirements of the charter contract and the overall strategic plan of the charter school; and effectiveness in helping the board achieve its own accountability and level of responsibility. The specifics of the evaluation process will be determined by the executive committee or a task force of the Board, and the Principal will be informed of the process in advance. The Board President will report the conclusions of the evaluation to the Principal. A copy of the WCHS Evaluation Plan for the Principal is presented in **Exhibit M**.

6. Financial Management Plan - WCHS shall employ a Director of Finance who will be responsible for administering the daily fiscal and accounting functions of the School.

The WCHS Board of Trustees and Principal will provide fiscal oversight and WCHS will contract with an independent certified public accountant (CPA) to provide support to the school in analyzing, reconciling

and adjusting account balances, and to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP). The CPA also may assist in developing WCHS's chart of accounts. Financial management at WCHS is described in detail in the school's Fiscal Policies and Procedures Manual. General responsibilities are outlined below:

- **Payroll** - The payroll process consists of processing payroll and remitting amounts due to employees, the government, and other agencies such as health insurers, retirement plan trustees, and others as appropriate. Key components include obtaining and gathering information for processing, preparing payroll checks and depositing payroll taxes, performing month-end reconciliation procedures, preparing quarterly payroll tax returns, and preparing W-2s, the W-3, and other annual payroll tax returns
- **Purchases, accounts payable, and cash disbursements** - Key steps in purchasing are authorizing the procurement of goods and/or services, processing purchase transactions and invoices, issuing checks, recording checks in the general ledger and in cash disbursements journals, performing month-end reconciliation procedures, and year-end reporting-1099 forms
- **Accounting and audit requirements** - Key steps in Accounting and audit are processing cash receipts, making deposits, recording cash receipts in the general ledger and subsidiary records, and performing month-end reconciliation procedures
- **Cash Management** - The general ledger process consists of posting the period's transactions to the general ledger and preparing the financial statements. Key steps in this area are preparing monthly journal entries, reconciling bank accounts and other general ledger accounts, reviewing general ledger activity and posting adjusting journal entries, and producing the general ledger and financial statements
- **Investing** - 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 has been designated to implement the Board's investment policy. Key aspects in this area are purchasing and selling investments, having access to investment certificates, keeping records of investments and investment earnings and reviewing and approving investment accounting, bank and broker statement reconciliations, adjustments to the carrying value of investments, and other decisions regarding investments
- **Fundraising** - From their experiences prior to and during the first and second WCHS charter term, WCHS staff and leaders have had extensive fund development experience. They have developed an extensive fund development infrastructure, with staff and Board of Trustee members dedicated to fundraising from public and private sources.

7. Facilities - The Williamsburg Charter High School's proposed facility is a 116,000 SF space located at 198 Varet Street, Brooklyn, NY 11206 in NYC CSD 14. The building will permanently house the school and can serve a total of 1,200 students at full capacity. The building includes space for twenty eight classrooms, a student center, a fitness center, student lockers, administrative/staff resource rooms, and a multi-purpose space to serve as a cafeteria and school-wide gathering location. WCHS will use a variety of funding sources in order to finance the school's facilities. \$2.8 million or 18% of WCHS's total budget is expected to be spent on rent. Financing options will include City, State, Federal, and

private funding sources, special events, and capital campaigns. When necessary, WCHS will also seek lines of credit and loans to cover any associated facility costs.

III. Capacity

1. Application Team, Members of Board of Trustees

a. Key individuals responsible for the creation and operation of WCHS

Lourdes Rivera-Putz
Board Chairperson

Kathleen Gaffney
Principal

b. Identity of primary individuals involved in renewal application writing and editing

Joseph Cardarelli
Director of Accountability and Compliance

Patrick Kern
Director of Fundraising and Community Outreach

Donald Brusca
Data Manager/Director of Student Data Management

Ellen Kimatian Eagen Esq.
School Counsel/Legal Advisor to Board

c. Specific attributes sought among board members and key staff persons

The Board may recruit as Trustee any person who in its discretion it believes will serve the interests of the school faithfully and effectively, provided that each Trustee of the Board shall be at least 18 years of age. A Trustee need not be a citizen of the United States. In selecting and approving Trustees, the Board will seek individuals whose backgrounds, expertise, and accomplishments support the mission of the school. In addition to other candidates, the Board will include the following nominees:

1. The President of the WCHS Parent Association – Non-Voting
2. A student representative of at least 18 years of age – Non-Voting
3. Following the graduation of the initial class, a WCHS alumna or alumnus, who is designated by the WCHS Alumni Association - Voting

d. Names and Addresses of proposed board of trustees members

Lourdes Rivera-Putz
[REDACTED]
[REDACTED]

Robert Shea
[REDACTED]
[REDACTED]

Samuel M. Rivera, Esq.

[Redacted]

James Lema

[Redacted]

Akil Bello

[Redacted]

Marcenia Johnson

[Redacted]

Iyndia Bey

[Redacted]

Alma Iannotto

[Redacted]

Jose Gonzalez-Colon

[Redacted]

Seth Failla

[Redacted]

e. Background Information and Board Questionnaires - See Exhibits A and B

2. Institutional Partnership

Not Applicable

IV. Conversion Plan

As WCHS is an existing charter high school, Section IV – Conversion Plan and **Exhibits F and G** are not applicable.

V. Private School Status

As WCHS is an existing charter high school, Section V is not applicable.

Part 2 – How will the WCHS be an Academic Success?

VI. Goals

1. Mission Statement [Ed. L. §2851(2)] - The Williamsburg Charter School unites youth, families, staff, teachers and the community at large in providing young people with the tools necessary to make sense of the world and prepares them in their journey to become skilled workers in and literate citizens of the world community. Young people accomplish this through their participation in a rigorous and demanding liberal arts education that includes language, literature, writing, science, history, mathematics, the arts, technology and explorations in disciplines designed to teach fairness, justice, respect and compassion for themselves and others as well as the skills of critical thinking, communication and research.

2. Goals [Ed. L. §2851(2)(b)] - The Williamsburg Charter High School has articulated specific educational and organizational goals in five standard-expectation statements:

Standard 1: High Academic Attainment and Improvement
Expectation: Students’ academic performance meets or exceeds local, state, and national standards.

High School and Post-Secondary Success Goals

By the end of year 4 in the charter, 75 percent of the first cohort will have scored at least 65 on the New York State Regents examinations in ELA.

By the end of year 4 in the charter, 75 percent of the first cohort will have scored at least 65 on the New York State Regents examinations in Math.

By the end of year 4, 75 percent of the initial cohort will have scored at least 65 on the New York State Regents examinations in Science (Living Environment, Chemistry, or other).

By the end of year 4, 75 percent of the initial cohort will have scored at least 65 on the New York State Regents examinations in History (Global Studies or U.S. History).

Regents Diploma Attainment

- By the end of year 4 in the charter, 20% of each cohort will graduate with an Advanced Regents Diploma.
- By the end of year 4 in the charter, 5% of each cohort will graduate with an Honors Regents Diploma.

Graduation Rates

Each year, at least 80% of each student cohort (as defined by the New York State Education Department) graduates within five years.

Comparative Performance

Each year, the percent of students in the high school accountability cohort passing an English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of students in the high school accountability cohort from a group of similar schools.

Each year, the percent of students in the high school accountability cohort passing a Math Regents exam with a score of 65 or above by the end of their fourth year will exceed that of students in the high school accountability cohort from a group of similar schools.

AYP Status

Each year, the school will be deemed “In Good Standing.”

<p>Standard 2: Responsive Educational Program and Environment</p>
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<p>Expectation: A quality educational program enables all students to achieve academically and socially.</p>
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Student Engagement

- Each year, the school will have a daily student attendance rate of at least 90 percent.
- Each year, 95 percent of all students enrolled during the course of the year return the following September.

Adherence to Contract Terms

Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.

Standard 3: Responsible School Leadership, Governance and Management

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

Each year, members of the Board will complete a self-evaluation process designed to ensure adequacy, alignment, and coherence of actions toward furthering the school’s mission, program and goals. The process will include self assessment at the start of the school year, the development of personal and full board growth outcomes, and self assessment at the end of the school year to determine the extent of growth.

Each year, the Principal will complete a self-evaluation process designed to ensure adequacy, alignment, and coherence of actions toward furthering the school’s mission, program and goals. The process will include self assessment at the start of the school year, the development of personal and full board growth outcomes, and self assessment at the end of the school year to determine the extent of growth.

Standard 4: Financial Sustainability and Internal Controls

Expectation: The school is a well-run organization and capable of achieving long-term success.

Enrollment Stability

Each year, student enrollment will be within 15% of full enrollment as defined in the school’s contract. This will be maintained on an ongoing basis and monitored bi-monthly.

Financial Compliance

Upon completion of the school’s first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.

Financial Viability

Each year, the school will operate on a balanced budget and maintain a stable cash flow.

Standard 5: Strong Culture and Supportive Relationships

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

Parent Satisfaction

Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.

Staff Satisfaction

Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.

Student Satisfaction

Each year, students will express satisfaction with the school as determined by the student section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more students enrolled participate in the survey.

VII. Educational Program

1. Educational Design [Ed. L. §2851 (2) (a)]

a. Expected Student Population - Williamsburg Charter High School is located in the Williamsburg-Bushwick section of Brooklyn, NY in Community School District 14 and Instructional Region 8. According to 2013-2014 Williamsburg Charter High School demographics, 65% of students identify as Hispanic, 33% of students identify as black or African-American, 1% of students identify as white, and 1% of students identify as other races. A large majority of students are economically disadvantaged, with 83% of students qualifying for federal free or reduced price lunch. 16% of students receive special education services and 4% of students are English language learners. Common home languages of Williamsburg Charter High School students include English, Spanish, and Arabic. In Community School District 14, in which a majority of WCHS students reside, 89% of eighth grade students in the 2011-2012 school year met basic New York State Standards in English, 90% in math and 84% in science.

b. Instructional methods - Four different and innovative teaching methods have emerged from practice at Williamsburg Charter High School. These include:

- 1. Academy Approach** – The proposed staffing plan of the Williamsburg Charter High School is intended to support a growing enrollment over the course of 5 years until the school reaches its maximum capacity with an enrollment of 944 students. In order to achieve this end, the school has been designed as an "academies" or "schools within a school" concept in order to ensure student success.

Like many traditional high schools, the WCHS will have a principal and an assistant principal who will supervise all aspects of instruction at the school as well as deal with higher-level

disciplinary issues. It is estimated that WCHS will employ nine math teachers, ten English teachers, ten social studies teachers, nine science teachers, five language teachers, six art teachers, five health teachers and physical education teachers, two Freshman Literacy teachers, twelve special education teachers, and one ESL teacher.

The addition of one Grade Director to each grade of the school is a design element that makes the school unique. Grade Directors will deal with ground-level issues involving individual students and their families. They will seek to build a sense of community and cohesion with a great deal of individualized attention to the students in their grades. Their presence and guidance will ensure that individual students do not "slip through the cracks" as can happen at other large high schools. They will work closely with a grade-specific academic guidance counselor, social workers, special education teachers and at-risk/intervention specialist so that the team can problem-solve and address the social and academic needs of all of the students in their grade.

Freshmen have very different needs than seniors, so the teams will be created with the developmental needs of each grade in mind. This multi-tiered support will ensure the social and emotional success of students in a way that traditionally-designed schools do not.

A different team will ensure the academic success of WCHS students. The school will have Department Directors in Math, Science, Social Studies, English, the Arts, Language, and Academic Intervention and Support/Special Education. These individuals will ensure quality instruction among the teachers in their department and will work closely with the Principal and the Assistant Principal in order to supervise instruction and curriculum that aligns with the school's data-driven, mastery-oriented academic model. They will also be required to teach at least one class in their department so that teachers may model best practices as the experts in their academic area.

Department Directors will provide informal evaluations of staff members and give frequent coaching and supervision to the teachers in their department. Teacher-leaders who will also teach a partial course load will supervise specific courses that have high enrollments and require significant amounts of co-planning and collaboration among staff members such as Algebra and Living Environment and Global Studies.

Our school will continue to implement its SETSS program for students with IEPs and its Supplementary Studies (our at-risk intervention program) program as funded by Title I in order to support our students with other learning challenges. We will continue to offer a large college advisory staff in order to ensure that our students all apply and get in to college. We will continue to offer instruction based on best practices and collaborative, Backwards-Design curriculum which is aligned with the state mandated curriculum in all subject areas. In addition, we will continue to offer supplementary classes to help raise student achievement including Freshman Literacy and a two-year Integrated Algebra sequence. With the many levels of student support offered by the WCHS that have been informed by our first five years of operation, we feel that we will be able to ensure the social and academic success of our students better than ever before.

- 2. Three Trajectories** - In order to address the varying academic needs of WCHS students and ensure that they are ready for college, WCHS offers 4, 4.5, or 5 year trajectories for completing the school's instructional sequence. From experience at Williamsburg Charter High School, school leaders have learned staff members can support almost every student to reach readiness for college. In some cases, because of severe at-risk characteristics, some students require additional

time to develop their abilities to success in rigorous academic environments. They have the desire, but a longer path to travel in skill development and knowledge acquisition. Given the school's diagnostic program, and the approach of its staff to the prescription of appropriate instruction for each student, school personnel have learned to focus on the acquisition of desired results among our at risk learners. For some the need is to extend an additional term, and for others, a full year.

3. **Formal Peer Review** - Teachers and the Principal have the opportunity to produce “suitable for replication” peer-reviewed learning experiences. The peer review component at WCHS helps foster a collaborative environment for sharing of best practices that can raise overall school performance. The WCHS Peer Review Program is based on the NYS Peer Review Process, and is voluntary. Peer review program goals include:
 - Promotion of best practices within and across the school
 - Fostering development of teacher leaders
 - Providing another opportunity to earn performance-based incentives

Each year, WCHS will establish a target for the creation of teacher-established learning experiences that will be reviewed successfully at two levels of peer review and thus deemed “suitable for replication.”

4. **Data Driven Decision Making** – The WCHS has created an in-house, data-driven, instructional program that is aligned with New York State Learning standards. As implementing data-driven instruction is a multi-step process, teachers receive training in WCHS methodology throughout the year. They create standards-aligned curricula using Backwards Design and they design assessments that are clearly linked to instructional objectives. At data meetings, they have an opportunity to discuss student outcomes with other teachers who are teaching the same course so that they can share best practices and inform future instruction based on student performance. By implementing a data-driven instructional design, teachers are better able to target students' strengths and weaknesses, and they are better informed about which standards are the most challenging for students. They can apply remediation, review, and extension as needed.

c. Methods, Strategies, and/or Programs for meeting the needs of Students At-risk of academic failures. WCHS defines “at-risk of academic failure” as any student who meets at least one of the following criteria at the time of WCHS's application deadline: (1) a student who scored a 1 or 2 on the most recent NYS ELA exam for which that student's score is available; (2) a student who scored a 1 or 2 on the most recent NYS Mathematics exam for which that student's score is available; (3) a student who failed four or more classes in the past academic year; (4) a student who scored below 65% on the most recent NYS ELA Regents exam for which that student's score is available; OR (5) a student who scored below 65% on the most recent NYS Mathematics Regents exam for which that student's score is available.

After four years of experience in working with students living in the District 14 area, WCHS staff members have clarified and expanded four formal approaches to support students, including at-risk learners, who enter the school with a wide range of skills. In addition, informal processes such as teachers working after school with all students requesting support have combined to assure each student the academic support he or she needs to demonstrate proficiency on the Regents examinations, which result in receipt of Regents diplomas. The management of instruction is a team effort at WCHS, with backup for classroom teachers, frequent conversations among staff members who work with the same

students, and professional development support. The four formal initiatives described below have been integrated into the WCHS charter renewal application. The formal approaches are:

1. Grade Academies – Described in detail above, WCHS has been designed based on an "academies" or "schools within a school" concept in order to ensure student success. In addition to the Principal and Assistant Principal, each grade will have a Grade Director to deal with ground-level issues involving individual students and their families. They will work closely with a grade-specific academic guidance counselor, social workers, special education teachers and at-risk/intervention specialists so that the team can problem-solve and address the social and academic needs of all of the students in their grade.

A different team will ensure the academic success of WCHS students. The school will have Department Directors in Math, Science, Social Studies, English, the Arts, Language, and Academic Intervention and Support/Special Education. These individuals will ensure quality instruction among the teachers in their department and will work closely with the Principal and the Assistant Principal in order to supervise instruction and curriculum that aligns with the school's data-driven, mastery-oriented academic model. They will also be required to teach at least one class in their department so that teachers may model best practices as the experts in their academic area.

WCHS will also continue to implement its SETSS program for students with IEPs and its Supplementary Studies (our at-risk intervention program) program as funded by Title I in order to support our students with other learning challenges. We will continue to offer a large college advisory staff in order to ensure that our students all apply and get in to college. We will continue to offer instruction based on best practices and collaborative, Backwards-Design curriculum which is aligned with the state mandated curriculum in all subject areas. In addition, we will continue to offer supplementary classes to help raise student achievement including Freshman Literacy and a two-year Integrated Algebra sequence. With the many levels of student support offered by the WCHS that have been informed by our first ten years of operation, we feel that we will be able to ensure the social and academic success of our students better than ever before.

2. Intense Support for the Most At-risk Learners - WCHS implements academic intervention services programming for the school's most at-risk learners. An **At-Risk Student Support Team (ARSST)** was created to carry out the initiative and consists of:

- A Coordinator for At-Risk Students
- At-risk teachers

Based on academic performance, approximately the twenty lowest achieving students in each of grades 9, 10, 11, and 12 are identified to create the pool of students for the ARSS program, and remain in it until their test scores indicate they are ready to complete general classroom work. For each student in the identified At-Risk group, the Coordinator for At-Risk Students develops an Individual Achievement Plan (IAP), based on an analysis of performance, information from teachers, and other factors. Each IAP includes academic targets in ELA and Math, which are the basis for monitoring student progress.

3. Advisory – An Advisement System and Advisory Class – All students are assigned an advisor who is their guide, mentor, and facilitator throughout their high school years at WCHS. Advisors conduct and lead the Advisory Class which includes, study organizational skills building, life skills, career skills, individualized student support activities and goal setting for the years at WCHS and

beyond. The Advisor also interacts with parents; they are the first “go to” adult for any significant issues regarding personal and academic growth using as tools such as the **Academic Progress Report and Assessment (APRA)** and the **Individualized Student Support Plan (ISSP)**, for each student. The ISSP helps advisors to conduct assessments and work with students in developing a sequence of educational, career/employment and personal goals and services tailored to their individual needs. Students are fully involved in all aspects of their education including its planning and design. It is a part of a student’s program for all their years’ attendance.

4. Peer Review – WCHS teachers are supported in their efforts to manage their instruction to students with a very wide range of skills in part through the school’s peer review initiative. The best of the “best practices” are those that have been tried, tested and perfected in the classroom. Teachers can submit their own lessons, which initiate a peer review process that includes thorough reviews of their work at the school and provides teachers with feedback on how to improve their lessons, and then, deems the teacher’s work “ready for replication.”.

d. Information gathering supporting the Education Plan - Decision-making at Williamsburg Charter High School is driven by student achievement, charter commitments, together with Federal and State compliance requirements, and is intended to demonstrate comprehensive continuous school improvement. Assessment of the school’s achievement goals will continue through five screening and diagnostic initiatives:

1. Administration and analysis of standard assessments of student performance, to diagnose their strengths and areas in need of improvement. Criterion-reference NYS Eighth Grade ELA, and Math assessments [in-coming 9th grade students], and NYS Regents examination results are used to monitor *absolute* and *comparative* goals. School developed, Regents-based, diagnostic assessments are used to monitor *growth* goals.
2. Formation of prescriptive instructional approaches, based upon analysis outcomes, and assessment of their impacts
3. Administration and use of classroom-based reading and mathematics assessments
4. Collection and use of parent, staff, and student opinion survey information,
5. Specific and intense initiatives in support of at-risk learners

At Williamsburg Charter School (WCHS) student assessment for the purpose of diagnosis achieves three specific outcomes:

1. Identification of each student's academic strengths and weaknesses particularly in the areas of reading (ELA) and mathematics (math);
2. Identification of any difficulties that a student may experience in learning to read and compute mathematically and the potential cause(s) of such difficulties; and
3. Determination of possible reading and math intervention strategies.

e. Instructional decisions at WCHS - Instructional decisions are made from student performance information analysis carried out by the WCHS principal and teachers, using the school’s data management system. The data management system will support the Principal and teachers in using student achievement data effectively to establish appropriate achievement targets, improve and individualize instruction and meet Individual Academic Plan, Classroom Instructional Plan and School Wide Academic Plan objectives. The Data Management System will be easy to use, and it will provide the Principal and teachers with data and support in a manner that is efficient and easy-to-understand. Its interface will be a portal that resembles a dashboard—i.e. it provides access to all of the system’s data and

resources from a single, easy-to-navigate screen. This interface will give all of the project’s stakeholders—from teachers and principals to board members—a quick, easy way to access real-time student data and to monitor student, classroom and school progress towards meeting achievement objectives at any time and from any place. The WCHS Data Management System includes the following components:

Tools to Help Educators Set Achievement Targets – The WCHS Data Management System will support the Principal and teachers in establishing data-based achievement targets by storing and analyzing a variety of student assessment and related data from current and past years and, based on this analysis, making data-based recommendations. They can then accept recommendations or use them as “starting points” in a target-setting process that will consider additional factors and information.

- **A Data Management Platform** – WCHS’s Data Management System provides teachers with an instant digital record of all current and former students. The platform will enable WCHS to take data from multiple sources and store it at a single point, where educators can then easily access and use the data for objective-setting, reporting and decision-making. Using the Data Management System, WCHS can easily analyze and report on current and historic student data.
- **Information Analysis Tools** – These tools will help the Principal and manage all the data that affects student achievement, to use technology-supported analyses of data to pinpoint factors influencing their successes and challenges and to measure and track their progress toward important benchmarks and achievement targets.

2. Curriculum

a. **Curriculum Description** - The WCHS curriculum is laid out in Table 1. At WCHS, Regents diplomas are awarded to students who have completed 47 units of credit (expressed in the NYC-DOE manner). Students who complete 50 hours of community service will be awarded a seal on their diplomas. The course areas included in the curriculum are shown below.

Table 1 - NYS Graduation Requirements		
Course Areas	Number of Units	Further Information
English Language Arts <ul style="list-style-type: none"> • English 1 • English 2 • English 3 • English 4 	8 units	Students will explore the works of Shakespeare including <i>Romeo and Juliet</i> , <i>Hamlet</i> , and <i>Julius Caesar</i> . Explorations of both British and American literature will ensure a broad literacy foundation and range from such works as <i>Beowulf</i> , <i>Pride and Prejudice</i> , <i>Catcher in the Rye</i> , and <i>To Kill a Mockingbird</i> . In the early grades, Greek and Roman myths and the <i>Odyssey</i> will also be explored. Connections will be made for those students studying Latin as cross curricular references will be explored further. All students will learn how to write and prepare papers, examine literacy themes, and ideas, and explore literature from a historical and academic perspective. They will be encouraged to use the materials at hand to think, discuss, and analyze in an intellectually charged atmosphere.
Social Studies <ul style="list-style-type: none"> • Global History 9 • Global History 10 	8 units	Students will study Global Studies and American History sequences in their first three years at WCHS. Participation in Government and Economics will round out the curriculum in their senior year, with opportunities available to study Advanced Placement courses in European

<ul style="list-style-type: none"> • U.S. History • Economics • Participation in Government 		History, American History, World History, and Government.
<p>Mathematics</p> <ul style="list-style-type: none"> • Integrated Algebra • Geometry • Algebra 2 • Pre-Calculus • Calculus 	8 units	Students will begin the integrated Algebra, Geometry, and Algebra II sequence recently adopted by NYS. Students may also complete Pre-Calculus and Calculus in preparation for higher level math acquisition.
<p>Science</p> <ul style="list-style-type: none"> • Earth Science • Living Environment • Chemistry • Physics 	8 units	Earth Science, Biology, Regents Chemistry, Regents Physics, and Advanced Placement Biology will be offered. Students will learn the basics of laboratory procedures, writing laboratory reports, and analyzing data, as well as the more elusive skills of logic, reasoning, and scientific observation.
<p>Health</p> <ul style="list-style-type: none"> • Health 	1 unit	As required by NYS, students will complete one semester of health prior to graduation to further learn about healthy living and to empower them to take responsibility for their own bodies and actions.
<p>The Arts</p> <ul style="list-style-type: none"> • Studio Arts • Dance • Theater 	4 units	The WCHS ability to provide a well-rounded education that will turn out committed, global citizens will be possible because of the focus on and inclusion of what many other schools see as “extras” Students will be required to complete two years of art courses before graduation. The school will offer a complete Regents visual arts sequence and college level arts courses, including Advanced Placement Studio Art, and Advanced Placement History.
<p>Languages other than English</p> <ul style="list-style-type: none"> • Latin 1 • Latin 2 • Latin 3 • Latin 4 • Advanced Spanish 	6 units	WCHS will be committed to language acquisition and the exploration of languages as a way to help create a globally minded student population. WCHS will offer Latin in order to help focus on the classical world, make connections to Western civilization and the traditional canons of literature and study, and aid in the understanding of English and basic linguistic structure.
Physical Education	4 units	The WCHS Physical Education program will introduce students to an array of sports and activities, while teaching and reinforcing the important lessons of maintaining healthy bodies and minds.
<p>Freshman Literacy</p> <p>Senior Seminar</p>		Reading, writing and literacy skills are developed in Freshman Literacy to support success in the rigorous liberal arts educational environment characteristics of WCHS. Senior Seminar, an interdisciplinary, portfolio-based course, focuses on areas such as media studies, essay writing, and research skills. NYS and Common Core English Learning Standards guide Freshman Literacy, while Career Development and Occupational Studies and Family and Consumer Sciences learning standards guide Senior Seminar.
Total Units	47 Units	
Community Service	50 Hours	

In addition to their other academic requirements, seniors must pass Senior Seminar, an interdisciplinary course designed to prepare students for the academic rigors of college. At the conclusion of Senior Seminar, students are prepared and present a portfolio containing:

- A two-page analysis of a favorite song or poem
- An autobiographical multimedia presentation such as a video, PowerPoint or website
- An essay on ethics describing the student's "code of ethics"
- A two-page paper on the personal meaning of a famous painting, sculpture or photograph
- A two-page paper on the personal and societal impact of some aspect of technology or mass media
- Presentation of student debate
- A resume
- A two-page paper exploring a career and the education required to pursue that career
- An eight to ten page library-based research paper on a theme in American History
- A reflection journal.

All students will be required to present materials from their portfolios at an annual Demonstrating Mastery Conference as a condition for graduation from the 12th grade.

Evidence that coursework in each subject area and grade is aligned with all of the State learning standards can be found in the crosswalks, which are presented in **Exhibit H**. Materials requested as part of **Exhibit I and J**, i.e., a copy of all curricula to be used, by subject areas and grade levels, including resource lists and a curriculum map for one curriculum unit in one subject can also be found in **Exhibit H**.

3. Assessment

a. Accountability for teachers or teams of teachers

- **Individualized Student Plans** – Each WCHS student will have an Individualized Student Support Plan (ISSP) completed by his/her advisor in order to support educational, career/employment and personal goals and provide services tailored to their individual needs. The Coordinator of At-risk Students will create an Individual Achievement Plan (IAP) for each student upon identification, working with teachers, advisors, academic guidance counselors and the Principal. The IAP will document the students' academic strengths and gaps and establish specific achievement targets. The IAP development process is collaborative and designed to help teachers identify students' support needs at the beginning of the school year:
 - IAP information entered into database by Coordinator of At-risk Students.
 - Coordinator of At-risk Students drafts IAP document.
 - Teachers, students' advisors and the Coordinator work together to refine the IAP objectives and achievement targets.
 - A final IAP is approved by each student's advisor, teacher and family.
- **Classroom Improvement Plan (CIP)** - Concurrent with the creation of IAPs and ISSPs, teachers, and the Principal will establish achievement targets for each department and incorporate them into CIPs. The CIPs will be used to assess teacher performance. CIPs will integrate relevant school and teacher plans regarding curricula, professional development and other factors. The

Principal will review each CIP and, upon his/her approval, the targets set forth therein will comprise performance measures used to assess each department.

- **School-wide Achievement Plan (SWAP)** – The Principal will establish school-wide achievement targets based on assessment data, with consideration of the school’s plans regarding curricula, professional development and other factors (e.g. the degree to which integration of new curricula, technology or professional development is expected to impact teaching and learning in the school). The school-wide achievement targets will also be based on data and targets included in IAPs and CIPs, thus ensuring that teachers will have input in the process of setting school-wide achievement targets. The SWAPs will be designed by the principals, and will be presented to and approved by each school’s Board of Trustees during the first 90 days of the school year.

b. Use of ongoing Assessment Data to drive the Instructional Program. - WCHS has created an in-house data-driven instructional program that is aligned with New York State Learning standards. As implementing data-driven instruction is a multi-step process, teachers receive training in WCHS methodology throughout the year. They create standards-aligned curricula using Backwards Design and they design assessments that are clearly linked to instructional objectives. At data meetings, they have an opportunity to discuss student outcomes with other teachers who are teaching the same course so that they can share best practices and inform future instruction based on student performance. By implementing a data-driven instructional design, teachers are better able to target students' strengths and weaknesses, and they are better informed about which standards are the most challenging for students. They can apply remediation, review, and extension as needed.

c. Assessment Chart - Table 2 includes the formative and summative assessments at WCHS

Table 2 - Assessments used at WCHS				
Assessment	Operational Status		Reference	
	Formative	Summative	Norm	Criterion
School developed, Regents-based, diagnostic assessments		X	X	
NYS Regents Examinations		X		X
Home Language Questionnaire for ELLs	X		X	
New York State Identification Test for English Language Learners (NYSITELL)		X	X	
New York State English as a Second Language Achievement Test (NYSESLAT)		X		X
Departmental and Classroom Testing	X			X
Diagnostic Testing for Academic Intervention Services	X		X	X

d. Rationale for Assessment Selection beyond NYS Standardized Assessments – School developed, Regents-based, diagnostic assessment were selected to measure value-added performance among WCHS students. They were chosen to satisfy three needs:

- To identify and examine areas of strength and weakness in the performance of students
- To provide a basis for reports to parents and students
- To inform teachers of the needs of their students. This helps in working toward increasing student achievement and closing achievement gaps.

School developed, Regents-based, diagnostic assessments are designed to provide achievement scores that are valid for most types of educational decision-making. Primary areas that are assessed at WCHS are Reading/English Language Arts and Mathematics. The inferences from the test results include measurement of achievement of individual students and relative program effectiveness based on the results of groups of students. Progress is tracked over years and grades. The results are used to analyze the strengths and weaknesses of a student's achievement in each content area, to plan for further instruction, to plan for curriculum development, and to report progress to parents. The purpose is to assess academic achievement for most types of educational decision-making. (E.g., on program effectiveness, class grouping, needs assessment, and placement in special programs)

e. WCHS Promotion Requirements for each Grade [Ed. L. §2851 (2)(u)].

All courses have to be passed with a minimum passing grade of 70. Students also have to achieve a 65% or higher on the New York State Regents examinations in English, Mathematics, Global History, American History, and a laboratory Science in order to receive a NYS Diploma. Students not achieving this standard receive a NYS Local Diploma.

To graduate, WCHS students must complete NYS graduation requirements presented above in Table 1. At WCHS, Regents diplomas are awarded to students who have completed 47 units of credit (expressed in the NYC-DOE manner). Students who complete 50 hours of community service will receive a seal on their diplomas.

WCHS students will be required to demonstrate or surpass proficiency on five NYS Regents in Comprehensive English, Global History and Geography, United States History and Government, one Science, and one course in Integrated Algebra, Geometry, or Algebra 2/ Trigonometry.

In order to assess the progress of students with disabilities who cannot participate in regular State assessments, the WCHS will administer the New York State Alternate Assessment for Students with Severe Disabilities (NYSAA) to those students deemed eligible as determined by the Committee on Special Education (CSE) according to criteria described in the Administrators' Manual and New York State Education Department guidance summarized below:

1. Only students with severe cognitive disabilities are eligible for NYSAA. The Committee on Special Education (CSE) determines whether or not a student with a severe cognitive disability is eligible to take NYSAA based on the following criteria:
 - The student has a severe cognitive disability and significant deficits in communication/language and significant deficits in adaptive behavior; and
 - The student requires a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across natural environments (home, school, community, and/or workplace); and
 - The student requires educational support systems, such as assistive technology, personal care services, health/medical services, or behavioral intervention.
2. The IEP must identify if the student will be participating in an alternate State assessment (i.e., NYSAA), and the IEP must state why the student cannot participate in the general State assessment and why the particular alternate assessment selected is appropriate for the student.

3. Students eligible for NYSAA will be assessed on the grade appropriate content that is consistent with the student’s chronological age.

4. Student Enrollment

a. Student Enrollment Growth Plan

1. **The total number of students enrolled each year for every year until the school has met its total planned enrollment. [Ed. L. §2851 (2)(i)]** - The total number of students enrolled each year for every year until the school has met its total planned enrollment is shown in Table 3a.

Table 3a - Total Number of WCHS Students Enrolled Each Year					
	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018	Year 5 2018-2019
Grades Served per Year	9-12	9-12	9-12	9-12	9-12
# Students per year	963	963	963	963	963

2. **The ages, grade levels, and class size to be served in each grade in each year [Ed. L. §2851 (2) (I)]** - Age distribution and class size are shown in Table 3b for each grade level at WCHS.

Table 3b - Ages, and class size to be served in each grade level in each year at WCHS				
	Grade 9	Grade 10	Grade 11	Grade 12
Age	13-16	14-16	15-18	16-21
Average Class Size	25	25	25	25

3. **Rationale for the Enrollment Decision** - The rationale for the enrollment decision is based upon success at WCHS during its first charter period, and the intention to serve an increased number of students

5. Special Populations

a. Methods and Strategies at WCHS for Special Education Students [Ed. L. §2851(2)(s)]

1. **Special Education Services** - WCHS will educate students with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate and allowed by each students Individual Education Plan (IEP) prepared by the Committee on Special Education (CSE) in the students’ school district of residence and all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA). The school shall not discriminate in admission and enrollment practices on the basis of a student having or being suspected of have a disability. All special education programs and services at WCHS shall be provided in accordance with Education Law §2853(4)(a) and applicable federal laws and regulations and in accordance with the IEP recommended by the CSE of the students’ school district of residence.

WCHS is committed to the Inclusion Model as the means of serving the needs of all of its students, including those students classified as special education. Special education students in WCHS, when appropriate, will receive their adapted curriculum work and other therapies such as speech-language therapy, and occupational therapy, within the regular classroom. Those students designates as receiving SETTS will receive services in a separate location as specified by their IEP.

Services provided to WCHS include annual reviews, processing or referral submissions from the school, observations and evaluations of students referred to the CSE, and assistance with providers of specialized services that are not available at the school. WCHS will maintain close communication with its regional CSE and can request appropriate placement through the CSE for a student whose needs cannot be met at the school.

2. Interaction with District 14 on behalf of Special Education Students - WCHS recognizes its limitations to provide all required services to all students with disabilities. As such, WCHS will always defer to the regional Committee on Special Education to provide students with support services that are not available at WCHS or to place students where best supports can be accessed.

The WCHS special education staff will interact with the students' district of residence in a number of ways, including seeing that referrals are made for students suspected of having a disability, fulfilling reporting requirements of the resident district; ensuring that all appropriate school staff participate in meetings of the resident district CSE, and establishing a reporting structure in accordance with applicable law whereby the district of the student's residence is provided progress on the degree to which the services on the IEP are being provided. The WCHS Principal or his/her designee will communicate directly with the Chairperson of the district's CSE.

3. Teacher(s) participation Committee on Special Education meeting and access the IEP

WCHS will provide substitute coverage for teachers as necessary to ensure they are able to attend CSE meetings. As required by the IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP, provided that the student is, or may be, participating in the regular education environment. WCHS will ensure that the teacher is knowledgeable about the student's needs and will help implement any modifications or accommodations as determined by the CSE of the student's district of residence. While WCHS may send the mandated procedural safeguards notice to parents, it is the responsibility of the CSE of the student's district of residence to do so. Every WCHS teacher of a student with a disability will be provided a copy of the student's IEP. Training will be provided by the special education staff of WCHS for teachers, as needed, to ensure that teachers fully understand the IEP of each special education student and its instructional implications. With support from the special education staff, general teachers will be able to establish modifications in the general education classrooms based on the student's IEP.

4. Functional Behavior Assessments and Behavior Intervention Plans

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and school agree otherwise. Students with Disabilities (SWD) are afforded the protections of Education Law 3214 in disciplinary procedures with the provision that alternative instruction must be arranged immediately for suspensions for five days or less. If the suspension or removal of a SWD is for more than ten school days in a calendar year and represents a disciplinary change or placement, a CSE meeting notice and procedural safeguards notice will be sent to the parent including notice to the parent of the CSE recommendation. A Behavior Intervention Plan

will be developed as a result of conducting a Functional Behavioral Assessment to assist the school and the family to help change the behavior that brought about the disciplinary action and include intervention strategies for that purpose. If the suspension/removal will constitute a disciplinary change of placement a CSE meeting notice will be sent to the parent with procedural safeguards and a CSE meeting will be convened to address the student's behavior and to conduct a manifestation determination. A manifestation determination is the relationship between the student's disability and the behavior subject to disciplinary action. If the behavior is not related to the pupil's disability, the student may be suspended or removed for the behavior but he/she will receive special education program and services.

If a student violates the school's discipline code and is being considered for a suspension or removal, the school must ensure the following due process protections are provided to the student and to the student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the principal and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must be provided with a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the principal or designated officer of the director at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the school must provide alternative education to the student during the suspension as set forth below, including any special services required by the Individualized Education Program prepared by the students' CSE of their district of residence. Final determination on a suspension or removal of a student, following due process, shall be made by the principal.

In addition to the above, there are additional procedures and protections that apply to students with disabilities including:

- The provision of a free and appropriate education to students who are suspended or removed for disciplinary reasons for more than ten school days in a school year, this includes a teacher going to the student's home or the student coming to the school during or after the scheduled school day to receive the required instruction according to the IEP;
- The responsibility of schools to address behaviors that result in suspensions or removals for more than ten school days in a school year (functional behavioral assessment and behavioral intervention plans);
- The determination of the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement (manifestation determination)

5. WCHS efforts to attract and retain Students with Disabilities - Any child, including a student with a disability, who is qualified under NYS law for admission to a public school is qualified for admission to WCHS. WCHS will implement four recruiting measures with consideration to parents of children with special needs: (1) posting flyers and placing notices in local newspapers, supermarkets, churches, community centers, and apartment complexes; (2) conducting open houses at after-school programs and youth centers; (3) visiting local organizations in surrounding neighborhoods; and (4) canvassing neighborhoods to further reach interested families. With the success of these measures, WCHS expects to attract and retain a comparable or greater enrollment of students with disabilities as compared to the enrollment figures for students in Community School District 14.

b. WCHS Methods and Strategies to serve with Limited English Proficiency (LEP) students

1. Identification Processes - Upon enrollment at WCHS, all families must complete a Home Language Identification Survey (HLIS) to determine the child's home language. The home language is determined based on the results of the Home Language Identification Survey (HLIS). Any student whose home language or first language is not English is then interviewed by the school to make an assessment of the student's oral proficiency in English. If the HLIS indicates that a language other than English is spoken in a child's home, the child is administered the Language Assessment Battery-Revised (LAB-R) to determine the English proficiency level. Effective February 1, 2014, The New York State Identification Test for English Language Learners (NYSITELL) will replace the LAB-R. This proficiency level assessment is administered to prospective LEP/ELL students only once. Any student who scores below proficiency on the LAB-R assessment becomes eligible for state-mandated services for LEP/ELLs. All students with an identified home language of Spanish and score below proficiency on the LAB-R will take the Spanish LAB-R to determine language dominance for instructional planning in providing bilingual and ESL services. The parents of any student who is entitled to a bilingual program will be informed in writing of their right to have the student placed in a bilingual program. If the parent chooses to have the student remain at WCHS, the student will be provided a special language instructional program that is designed to support the student in learning English as well as the general curriculum.

2. Special Language Instructional Program provided to LEPs - WCHS implements a research-based LEP/ELL program model in its inclusive classrooms. Research of ESL programs indicates successful performance on English examinations is based upon the development of both oral proficiency and cognitive academic language proficiency. Strategies that promote the acquisition of cognitive academic language proficiency include bilingual education and sheltered instruction (Cummins, 1999). The goal of the WCHS program is to develop English language and academic skills among ELL students. Content instruction is provided in English with instructional methods to make content comprehensible. According to Short, Hudec and Echevarria 2002, the program modeled at WCHS is a "means for making grade-level academic content more accessible for English language learners while promoting their English language development."

Teachers also utilize special instructional strategies sometimes referred to nationally as "sheltered English techniques" (SET) or "Specially Designed Academic Instruction in English" (SDAIE) for delivering content for English language learner students in English. At WCHS, students will receive instruction from their classroom teachers and, as needed, discrete ESL instruction from a highly

qualified ESL teacher. WCHS will use the ESL standards document entitled, *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language* as a guide to ensure that LEP/ELL students meet the same standards as the general student population. Professional development for teachers and administrators in instruction methodology appropriate for language learners (particularly in the use of SDAIE and SET) will ensure that the materials and facilities available to LEP/ELL students are equal to those of the general population. Appropriate materials will be available for ESL instruction.

3. Curricular/Extracurricular Provisions for LEP students - WCHS ensures that LEP/ELL students are not be excluded from curricular activities based on an inability to speak and understand the language of instruction, and also that LEP/ELL students will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and other information from the school in their native language to encourage participation in the school. Semi-annually, the Principal or his/her designee will conduct a comprehensive review of LEP/ELL student participation in extra-curricular activities to identify any impediment to their full participation. The results of this review, along with recommendations for improvement if necessary, will be presented to the Education Committee of the Board of Trustees

4. A Plan to ensure appropriate staff, curricular materials, and facilities – Through professional development on language instruction and differentiation, WCHS undertakes a training program for teachers who are directly involved with LEP/ELL students. This training has become a standard part of WCHS’s annual professional development plan. The staff development program enhances staff appreciation for the LEP/ELL students’ native languages and cultures, and provides information on the techniques, methods, and strategies appropriate for instructional and support services for LEP/ELL students. WCHS guarantees that materials and facilities for the implementation of the LEP/ELL instructional program are not inferior to those materials and facilities available to English proficient students, and are of the same quality and quantity available to the general student population.

5. Appropriate evaluation standards for measuring the linguistic and academic progress - The federal *No Child Left Behind* Act (NCLB) requires that the language arts proficiency of all students who are LEP/ELL be measured annually as part of school and district accountability. NCLB also requires that the English proficiency of all LEP/ELL students be annually assessed. In May of each school year, WCHS will administer the New York State English as a Second Language Achievement Test (NYSESLAT) to all state-mandated LEP/ELL students. This annual exam will give the state and school important information about the English language development of English language learners and is part of the state’s compliance with federal laws that mandate the annual assessing and tracking of English proficiency of English language learners.

WCHS recognizes that all LEP/ELL students are required to participate in the state’s mathematics, science, and social studies Regents examinations. WCHS’s LEP/ELL students may take the mathematics, science, and social studies Regents in English or an alternative language, whichever is better for the student. Each of these examinations is provided in Chinese (traditional), Haitian Creole, and Spanish. The mathematics Regents are also provided in Korean and Russian. These examinations may also be translated orally into other languages for those LEP/ELL students whose language is one for which a written translation is not available for NYSED. WCHS is permitted to offer LEP/ELL student specific testing accommodations when taking these examinations. These accommodations are typically detailed in the respective examination manuals.

Any student classified and receiving educational services as a LEP/ELL student who subsequently tests above the established cut-off point will be deemed to be no longer in need of LEP/ELL services. No student will be exited from the LEP/ELL program unless they can read, write, and comprehend in English well enough to participate meaningfully in the school’s program.

6. Continued Program Assessment and Modification - WCHS provides a process for continued program assessment. LEP/ELL students’ academic program and services are assessed on an ongoing basis at all levels using multiple, fair, and equitable measures. WCHS uses this information to determine student academic progress, as well as the level of English language acquisition, to modify program services to LEP/ELL students, where necessary, and to report outcomes.

The ESL teacher and the Reading Specialist will regularly consult with teachers of the ELL students to discuss their progress. Meetings with the counselor and other specialists are on an as-needed basis.

Report cards are sent home quarterly with final reports being placed in the students’ permanent file. Once students score above the cut-off on the New York State English as a Second Language Achievement Test (NYSESLAT), the student is exited from the program. He/she is then monitored for two years to ensure continued academic progress is occurring.

6. School Characteristics

Instructional Days per Year

The WCHS has 180 instructional days per year. However, due to a longer day with increased instructional time, students receive an estimated 30 more days of seat time than a typical NYCDOE public school. Details regarding daily schedules and the provision of increased instructional time can be found below.

- a. **WCHS daily, weekly schedule from student and teacher perspectives. [Ed. L. §2851(2)(n)].**

Daily and Weekly Schedule – Student Perspective - With 9 periods, students have multiple opportunities to enroll in core classes, make-up classes, and electives, while also pursuing extracurricular activities, credit recovery initiatives, tutoring and Regents preparation classes . Additionally, it allows grade leaders to plan more meaningful and organized activities for advisory, because it will take place only once a week. Course schedules for WCHS students are shown in Tables 4a1 and 4a2.

Table 4a1 – Sample Course Schedule for Students (Monday, Tuesday, Thursday, Friday)			
Grade 9	Grade 10	Grade 11	Grade 12
Breakfast 7:15-7:56	Breakfast 7:15-7:56	Breakfast 7:15-7:56	Breakfast 7:15-7:56
English 8:00-8:51	English 8:00-8:51	English 8:00-8:51	English 8:00-8:51
Freshman Literacy 8:55-9:46	Physical Education or Arts 8:55-9:46	Elective 8:55-9:46	Senior Seminar 8:55-9:46
Science 9:50-10:41	Science 9:50-10:41	Science 9:50-10:41	Science 9:50-10:41
School Announcements 10:41-10:51	School Announcements 10:41-10:51	School Announcements 10:41-10:51	School Announcements 10:41-10:51

Math 10:55-11:46	Math 10:55-11:46		Math 10:55-11:46	Math 10:55-11:46
Lunch 11:50-12:41	Lunch 11:50-12:41		Lunch 11:50-12:41	Lunch 11:50-12:41
Physical Education or Arts 12:45-1:36	Health 12:45-1:36 (Semester 1)	Elective 12:45-1:36 (Semester 2)	Physical Education or Arts 12:45-1:36	Elective 12:45-1:36
Social Studies 1:40-2:31	Social Studies 1:40-2:31		Social Studies 1:40-2:31	Social Studies 1:40-2:31
Latin 2:35-3:26	Latin 2:35-3:26		Latin 2:35-3:26	Physical Education or Arts 2:35-3:26
After-School Activities 3:30-4:10	After-School Activities 3:30-4:10		After-School Activities 3:30-4:10	After-School Activities 3:30-4:10

Table 4a2 – Sample Course Schedule for Students (Wednesday)				
Grade 9	Grade 10		Grade 11	Grade 12
Breakfast 7:15-7:56	Breakfast 7:15-7:56		Breakfast 7:15-7:56	Breakfast 7:15-7:56
English 8:00-8:36	English 8:00-8:36		English 8:00-8:36	English 8:00-8:36
Freshman Literacy 8:40-9:16	Physical Education or Arts 8:40-9:16		Elective 8:40-9:16	Senior Seminar 8:40-9:16
Science 9:20-9:56	Science 9:20-9:56		Science 9:20-9:56	Science 9:20-9:56
Advisory 10:00-10:41	Advisory 10:00-10:41		Advisory 10:00-10:41	Advisory 10:00-10:41
Physical Education or Arts 10:45-11:21	Health 10:45-11:21(Semester 1)	Elective 10:45-11:21(Semester 2)	Physical Education or Arts 10:45-11:21	Elective 10:45-11:21
Social Studies 11:25-12:01	Social Studies 11:25-12:01		Social Studies 11:25-12:01	Social Studies 11:25-12:01
Math 12:05-12:41	Math 12:05-12:41		Math 12:05-12:41	Math 12:05-12:41
Lunch 12:45-1:21	Lunch 12:45-1:21		Lunch 12:45-1:21	Lunch 12:45-1:21
Latin 1:25-2:01	Latin 1:25-2:01		Latin 1:25-2:01	Physical Education or Arts 1:25-2:01

Daily and Weekly Schedule – Teacher Perspective

The WCHS school day schedule reflects instruction leading toward attainment of all learning standards. It includes the provision of instruction in bilingual education or English as a second language where student need is established (2851(2)(n)). In order to maximize instructional effectiveness at the WCHS, a nine period schedule per day will be offered. On Mondays, Tuesdays, Thursdays, and Fridays seven classes extend for 51 minutes each, and 4 minutes are provided for change of class. 51 minutes is provided for lunch. Additionally, an after-school ninth period will be provided in which students can pursue extracurricular activities, credit recovery initiatives, tutoring and Regents preparation classes. Ninth period will be mandatory for freshmen and sophomores and strongly encouraged for juniors and seniors. On Wednesday, seven classes extend for 36 minutes each, and 4 minutes are provided for change of class. The Wednesday schedule also includes 36 minutes for lunch and 41 minutes for advisory, in which students meet with their advisors to review their progress. The total instructional time per class is 240 minutes per week. The daily schedules are shown below for Monday, Tuesday, Thursday, and Friday (Table 4b1) and for Wednesday (Table 4b2)

Table 4b1 - Class Schedule for Monday, Tuesday, Thursday, and Friday – Each class extends for 56 minutes and 4 minutes are provided for change of class	
Period	Time
1	8:00-8:51
2	8:55-9:46
3	9:50-10:41
Announcements	
4	10:55-11:46
5	11:50-12:41
6	12:45-1:36
7	1:40-2:31
8	2:35-3:26
Total minutes per class = 204	

Table 4b2 - Class Schedule for Wednesday– Each class extends for 42 minutes and 4 minutes are provided for change of class	
Period	Time
1	8:00-8:36
2	8:40-9:16
3	9:20-9:56
Advisory	10:00-10:41
4	10:45-11:21
5	11:25-12:01
6	12:05-12:41
7	12:45-1:21
8	1:25-2:01
Total minutes per class - 36	

Teachers teach five periods a day, freeing up more than 90 minutes each week they previously spent teaching advisory and in longer class periods.

Teachers are given clear expectations about how they will use this time, which will include advisory follow-up (communicating with parents, meeting with students, etc.), co-planning time with other members in their department, entering grades, etc.

b. WCHS's Code of Conduct/Discipline Policy [Ed. L. §2851 (29(h), 34 CFR§§ 300.530, 300.532(a), 300.532(b), 300533, 300.534 and 300.536]

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

Response to Violent Behavior - When a student is violently out of control, the parent/guardian will be contacted and will be expected to take the student home. Verbal abuse or acting violently towards either students or adults will never be tolerated at WCHS. A range of consequences may be applied when a student behaves this way. Likewise, adults who are abusive will be barred from entering the school beyond the security desk.

Cause for Suspension - Upon occasion, though it happens infrequently, a student exhibits a pattern of behavior that is highly threatening to the values or safety of the community. In these cases, suspension sends the most extreme message that this behavior will not be tolerated.

Ongoing Support - What happens with students who need extra help, who do not progress adequately or show interest in being a member of the community? We look at why this is happening and what is causing it. Our resources for finding out include the student, teachers, family, our observations, and outside agencies. The student's advisor will hold a series of intervention meetings with the student and/or student's family. Each meeting will end with a written statement of what was discussed and agreed upon, what actions each party is taking, and when the next meeting will be held.

Student Records - WCHS shall maintain written records of all suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Student Discipline Code - In providing a range of permissible disciplinary measures, WCHS's Student Discipline Code ensures both consistency and equitable treatment for all students and enables the WCHS school community to exercise discretion and educational judgment. The Principal, teachers, school staff, students and parents need to know the disciplinary measures that can be taken when any student misbehaves or substantially disrupts a classroom. Upon enrolling in the school, students and parents are distributed a copy of the Discipline Code. Parents and students should familiarize themselves with it and are given the option of signing a voluntary form declaring they have done so. It should, however, be recognized that inappropriate behavior or violations of the discipline code may be symptomatic of more serious problems that students are experiencing. It is therefore, important that school personnel be sensitive to issues that may be impacting upon the behavior of students and respond in a manner that is most supportive of their needs.

WCHS personnel are responsible for developing and utilizing techniques and measures that promote optimal learning and address behaviors that negatively impact the educational process. Toward that end, school personnel should develop plans and explore techniques for addressing a student's behavioral problems and discuss these alternatives with the student and his/her parent. These plans might include the use of alternative instructional materials and/or approaches, alternative classroom management techniques, remedial services, alternative class placement, guidance support, and services to address personal and family circumstances. For students with disabilities, functional behavioral assessments and behavioral intervention plans should be developed and/or reviewed as an early intervention strategy (for specific disciplinary procedures for students with identified special needs, please see WCHS Discipline Code for Students with Disabilities which follows).

It is important that there be maximum consultation and communication between the school and the home. Students, parents, and school staff all have a role in making the school safer and must cooperate with one another to achieve this goal. In order to ensure that parents become active and involved partners and that they instill a sense of responsibility in their children, parents must be familiar with the Discipline Code. Educators are responsible for informing parents about their child's behavior and for nurturing the skills students need to succeed in school and in society. As role models, parents and school staff should exhibit behavior that they would like to see emulated. Guidance conferences attended by the Principal or his/her designee, the student's parent, and one or more of the student's teachers, are an effective means of encouraging parental input and should be held with students when appropriate.

The standards set forth in the Discipline Code apply to behavior in school during school hours, before and after school, while on school property, while traveling on vehicles funded by the new York City Department of Education and/or WCHS, at all school-sponsored events, and on other-than-school property when such behavior can be demonstrated to endanger the health, safety, morals, or welfare of the school community.

Infractions and Ranges of Possible Disciplinary Responses - School officials must consult the Discipline Code in determining what level of discipline to impose. A student's age, maturity, previous disciplinary record (including the nature of the prior misconduct, the number of prior instances of misconduct, and the disciplinary measures imposed for such misconduct) and the circumstances surrounding the incident should be considered when deciding the appropriate disciplinary and intervention measures.

The enumerated infractions are not all-inclusive. Students who engage in misconduct which is not listed are subject to appropriate disciplinary measures by the teacher or Principal, based on violation of school rules. To ensure that staff, students and parents are aware of all expected standards of behavior, school rules will be in writing and distributed along with the Discipline Code. When misbehavior involved communication, gesture or expressive behavior, the infraction applies to oral, written, or electronic communications.

Each level of infractions contains a minimum to a maximum range of possible disciplinary responses that may be imposed by a teacher or the Principal. Infractions range from insubordinate behaviors to seriously dangerous or violent behaviors and provide a corresponding range of possible disciplinary responses. Whenever possible, interventions should begin with the lowest level of disciplinary response.

The Discipline Code provides graduated penalties for students who engage in repeated misbehaviors despite the prior imposition of appropriate disciplinary measures. More severe penalties will be imposed on those students who engage in a pattern of persistent misconduct. Whenever possible and appropriate, prior to imposing such penalties, school officials should exhaust less severe disciplinary measures.

Short Term Suspensions

A short-term suspension refers to the removal of a student from WCHS for disciplinary reasons for a period of five or fewer days. A student who has committed any of the infractions listed below shall be subject minimally to a short-term suspension, unless the Principal determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. The Principal reserves the right to adjust the punishment for each infraction per his or her judgment.

Procedures and Due Process for Short Term Suspensions

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, the Principal shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, 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 parents or guardian in writing that the student may be suspended from school. Written notice shall be provided by personal delivery or express mail delivery within 24 hours of the decision to impose suspension at the last known address(es) of the parents or guardians. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardians. The parents 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 of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable. The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the complaint process of WCHS.

Long-Term Suspension

A long-term suspension refers to the removal of a student from WCHS 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 shall be subject minimally to a long-term suspension or expulsion, unless the Board of Trustees or a designated committee determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document, including a referral to the appropriate law enforcement authorities.

Disciplinary Infractions

Disciplinary infractions include, but aren't limited to, possession, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school; commit, or attempt to commit arson on school property; assault any other 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; and commit any act, which school officials reasonably conclude warrants a long-term suspension.

A student who commits any of the acts described is cause for their short-term suspension and may, instead or in addition, be subject to a long-term suspension at the Board of Trustees or a designated committee'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 Board of Trustees or a designated committee 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 Board of Trustees or a designated committee 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 shall also immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents, which resulted in the suspension 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 used by the parent(s) or guardian(s).

At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. If the Board of Trustees or a designated committee initiates the suspension proceedings, he or she shall personally hear and determine the proceedings or may, in his discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Board of Trustees or a designated committee may accept or reject all or part of it. The Board of Trustees or a designated committee's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian in accordance with WCHS's complaint procedures.

Firearms Violations - Federal and State 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 Board of Trustees or a designated committee 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§8921, and includes firearms and explosives. (New York Education law §3214(3)(d) effectuates this federal law.) The Principal shall refer a student under the age of sixteen who have 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 have been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

Provision of Instruction During Removal - WCHS will ensure that alternative educational services are provided to a student who has been suspended or removed to help that student progress in the general curriculum of WCHS. 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 or until the end of the school year, whichever comes first. Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student on a case-by-case basis. 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 or a suspension room at WCHS. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. In consultation with the student's teacher(s), instruction will be provided by a teacher who meets teacher requirements as per Section 2854(3)(a-1) of Education Law.

Maintenance of Public Order on School Property - The following rules shall govern the conduct of students, teachers, staff, licensees, invitees, and other persons, whether or not their presence is authorized, on all property or facilities operated under the auspice of WCHS. These rules and penalties are not to be considered exclusive or to preclude in any way the prosecution and conviction of any person for the violation of any Federal, State, or Municipal law, rule, regulation, or ordinance, or the imposition of a fine or penalty provided for therein. Additionally, these rules and regulations should not be construed to limit, but rather exist in conjunction with any other codes of conduct established for WCHS, such as a disciplinary code and/or bill of student rights and responsibilities.

Penalties and Enforcement - Penalties for violations of these rules include, but are not limited to: the withdrawal of authorization to remain upon school property, ejection, arrest, and for students, suspension or other disciplinary action, and for school employees, dismissal or other disciplinary action.

Special Education Students – Provision of Services During Removal - Those special education students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instruction, phone assistance, computer instruction and/or home visits and one-on-one tutoring. During any subsequent removal that, combined with previous removals equal ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the student's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses [pursuant to 34 CFR §300.520(a)(2)] services will be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2). During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

CSE Meetings - Meetings of the CSE of the student's district of residence to either develop a Behavior Intervention Plan or, if the student has one, to review such plan are required when: 91) the student is first removed from his or her current placement for more than ten days in a school year; and (2) when commencing a removal which constitutes a change in placement, the school will work with the CSE of the student's district of residence to review the student's intervention plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of

residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

Due Process - If discipline which would constitute a change in placement is contemplated for any special education student, the following steps shall be taken:

- Not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504.
- Immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the student's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the student's behavior was not a manifestation of his or her disability, then the student may be disciplined in the same manner as a student without a disability, except as provided in 34 CFR §300.121(d), which related to the provision of services to students with disabilities during periods of removal. Parents may request a hearing to challenge the manifestation determination. Except as provided below, the student will remain in his or her current educational placement pending the determination of the hearing. If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and WCHS agree otherwise.

c. Communications with Families [Ed. L. §2851 (2)(c) - WCHS provides strategies to increase parental involvement in accordance with section 1116 of the ESEA. These include parental participation in teams and committees, such as the Comprehensive Planning Committee, the parent volunteer initiative, parental education, and family services. Parents are involved and contribute to development and implementation of the Parent Involvement Policy. A parent provides service to the Board of Trustees.

Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.

WCHS has established a Parent Advisory Committee with the following specific purposes;

- Serving as advocates for WCHS to the community service.
- Providing feedback to WCHS from the community.
- Reviewing, monitoring, or assessing the educational program as a whole, or specific parts.
- Raising money.
- Evaluating the performance of WCHS.
- Providing a means for involving people who are willing to give technical assistance, but have limited time (for example instructional technology experts).
- Gathering input from or serving as a liaison with key constituencies of WCHS.
- Providing an independent, unbiased sounding board.

WCHS has taken the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness its parental involvement policy in improving the quality of the school.

The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The WCHS will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Establish parental participation in the development and annual review of the Parent Involvement Policy and School Wide Parental Involvement Plan (PIP), by ensuring the presence of one or more parents on the school's Comprehensive Planning Committee, which includes responsibilities for developing the school's Parental Involvement Policy and evaluating its content and effectiveness.
- Recruit and select one or more parents to participate on the Comprehensive Planning Committee, which is responsible for the annual evaluation of the Parent Involvement Policy. The composition of this committee will include parents, teachers, administrators and others. Minutes of Comprehensive Planning Committee meetings will be kept on file.
- Committee members design, and administer a parent satisfaction survey, which is consistent with parent involvement performance measures presented in the school's Accountability Plan. They analyze the survey opinion, create venues for the presentation of survey outcomes to parents, and make recommendations concerning retentions and modifications to the policy, and offer strategies for improvement of parental involvement to the Board each year in June.

WCHS ensures parents of special education students that the frequency of communication to them about the progress of their students provided by WCHS will occur at least as often as similar communication to parents of non-special education students. At least quarterly, progress reports regarding each student and his or her IEP, as well as copies of all report cards, will be provided to the student's parents and to the student's district of residence. The district of residence is welcome at any time to monitor WCHS's implementation of its special education program.

7. Teacher Effectiveness

a. Attributes, Skills and Characteristics sought in teacher candidates for - General qualifications applicable to all candidates for WCHS staff positions include: strong academic preparation, a high degree of competence, intellectual rigor, emotional maturity, enthusiastic and professional attitude, knowledge of job related practices and the ability to further the goals of WCHS. Prospective candidates must demonstrate that they are aware that WCHS students have many different family circumstances and that they are willing and able to provide the support that a diverse student population requires. Additionally, they must be able to address responsibilities and work in concert with the other members of the WCHS staff. Successful candidates will also demonstrate a commitment to continuous improvement and learning through professional development.

The attributes, skills, and characteristics sought in teacher candidates at WCHS include:

- Fulfillment of all NCLB "highly qualified" requirements
- Minimum of one year working in a secondary educational environment as a teacher or in other relevant educational positions (E.g. Teach for America corps members)
- Bachelor's Degree, or higher degree, in Education

- Appropriate New York State certification
- Demonstrated and successful record of prior employment in educational environments.
- Knowledge of and experience with assessments and relevant technologies.
- Experience working with diverse populations of students, parents, and families.
- Experience working with students at-risk of educational failure.
- Appropriate education and experience for academic intervention English and Math teachers, physical education teachers, arts teachers, and teachers working with English language learners.

b. WCHS's Plan to Provide All Teachers Professional Development - The WCHS's Professional Development Plan is designed to prepare and support the Principal, and each teaching staff member for his/her responsibilities. Teachers will convene in the summer prior to the start of the school year and will continue to meet several hours each week to focus on follow-up activities presented during the summer's professional development. Job-embedded professional development will be included in the academic year (e.g., educational consultants will visit classrooms to model instructional strategies and to provide coaching).

The priorities for (a) summer professional development session and (b) the follow-up academic year workshops and coaching sessions are (1) Scheduling the instructional day – how to make a schedule, (2) Classroom management – how to setup and maintain centers, how to maintain student records, expectations for appropriate student behaviors, dealing with inappropriate student behaviors, student assessment; (3) Co-teaching and inclusive classroom(s) – how to prepare for including students with special language and learning needs, working with cooperating teachers, parents, and service providers, regulations and laws regarding students with special needs including dealing with inappropriate classroom behaviors; and (4) pacing calendar – how to develop a pacing calendar that will result in a skills scope and sequence, a standard lesson plan and unit plan format, identification of assessments used and sample lessons.

Professional Growth of WCHS Teachers - Structures to support the professional growth of WCHS teachers include: (1) Board approval of a WCHS policy that requires the development of a comprehensive professional development plan and its annual update that is presented to the Board annually; (2) Board recognition of the Principal's responsibility for the development of the professional development plan, its implementation, evaluation, and annual renewal; (3) Board approval for a WCHS policy that requires the development of a Professional Growth Plan (PGP) by each WCHS teacher with support from the Principal; (4) The Board's recognition of the Principal's responsibility for the management of the school's program of professional growth; and (5) An annual teacher evaluation process that includes an assessment by the Principal of the teacher's progress in achieving the objectives identified in the teacher's PGP.

Pre-Opening Plan - The WCHS pre-opening professional development program is a 10-day (2 week) program, which will include sessions for teachers on the following topics: mastery-oriented and data driven instruction process and its use, construction and use of curriculum maps, interim assessment design and use, use of appropriate support technology such as Scantron item analysis, and wizard software, design and use of spreadsheets to track student academic progress.

In the introductory summer session, a consultant(s) will present a multi-day workshop on preparing the teachers to work with ELL and special education students. Prior to this interactive session, the teachers will be provided with appropriate text materials regarding related laws, regulations, case studies, and classroom scenarios. Teachers will be expected to have read the materials prior to the workshop. Materials provided to the teachers will include the following topics: (1) Foundations for educating students with special needs; (2) ELL and special education procedures and services; (3) The role of the

general education and special education teachers, and special service providers; (4) The IEP and its use in guiding student learning; (5) forming partnerships – parents, cooperating teachers, and other staff members; (6) Analysis of the instructional environment; (7) Assessing student needs and evaluating student learning; (8) Adapting instruction and adaptive technology.

Post-Opening Plan - Job embedded professional development will commence by October 1 of the school year and will continue throughout the school year. The typical job embedded professional development process that focuses on one or more of the priorities listed above will extend over a period of several weeks and usually will include: (1) an initial workshop to establish a context, recognize a need, clarify roles and responsibilities and develop a calendar of activities; (2) modeling by the consultant of the desired instructional activity, role, and/or behavior within the context of a real classroom and the observation of the modeling by the teacher(s); (3) implementation of the modeled activity, role and/or behavior by the teachers in the live classroom and observation of the implementation by the consultant; (4) a constructive critique of the teacher(s) implementation by the consultant; and (5) facilitation by the consultant of a group analysis and assessment of the process.

The embedded professional development process that commences during the school year will be introduced and described during the pre-opening professional development program. Also introduced at this time are the school's priority professional development topics, a rationale for their selection and the consultants who will work with the staff to address them. The pre- and post-professional development activities will be integrally related.

At WCHS the professional development plan has been designed to guide and support all staff members with professional development resources, in a collaborative teaching environment as they implement changes so that instruction and assessment are dimensions of a common standardized system-wide education process. It facilitates processes, and activities supportive to the acquisition of increased professional knowledge, and skills, while expanding attitudes of teachers, administrators, and other school personnel working with and for students. The ultimate goal of all professional development is improving student performance.

Professional development strategies are addressed through a combination of processes including:

- 1. Monthly Peer Review Meetings:** Teachers will gather once a month to engage in structured evaluations of student work implemented at Williamsburg Charter High School. The model will facilitate teachers as they discuss student work in a collegial environment and modify instruction with the goal of raising student achievement. Meetings will alternate between **Department Groups** and **Grade-Level Groups** so that teachers have the chance to meet regularly in their departments and in interdisciplinary groups.
- 2. Formal Mentoring:** Department Leaders, assigned new teachers to formally mentor, will observe them on a regular basis. Department Leaders may teach sample classes, meet new teachers once a week to check in, and/or provide resources and assistance to them.
- 3. Informal Mentoring:** Teachers who are at the professional level and are interested may sign up to participate in "Adopt a New Teacher." The approach will provide a resource to new teachers about issues that are not subject specific, such as managing the paper load, demonstrating effective, classroom management, or creating classroom systems.
- 4. Scheduling for Planning Time:** If at all possible, teaching schedules are arranged so that department members have a common prep time (for example, all Math teachers have off during

1st period, all English teachers have off during 2nd period). If department members have their weekly department meetings during the school day, then Wednesdays will be more available for substantial professional development.

5. **External Professional Development:** Training will continue to be needed on data-driven instruction for all teachers. Training will also be available through the College Board to prepare teachers to teach advanced placement classes.
 - **Sample Agenda** - Examples of the topics that are included in the job embedded professional development process described above are: (1) managing the inclusive classroom; (2) establishing a balanced literacy classroom; (3) classroom management in the student-centered classroom; (4) planning and implementing a standards-based lesson plan.

c. First-Year Teacher Enrichment Priorities - First-year teachers report for work one week earlier than that of their peers for enrichment tailored to their needs. They also participate in a second week of enrichment with their peers. During the academic year they are supported by three structures to support their success in driving student progress. First, each first-year teacher is teamed with a mentor teacher, who has a minimum of five years of teaching experience. In addition to frequent mentor and protégé meetings, then mentor observes the protégé and may present lessons from time to time. Second, WCHS includes an AP of Instruction, who works with first-year teachers. The AP of Instruction works with new teachers to point out strengths, areas in need of improvement, and to offer suggestions. Third, the Principal makes bi-monthly observations of each new teacher, using the WCHS Teacher Evaluation Form, developed from the Danielson Group's Framework for Teaching.

Part 3 – Will WCHS be a Viable Organization?

VIII. Governance Structure and Organizational Design

1. Organizational Design

- a. Organizational charts reflecting all levels of staffing and management are presented in **Attachment 2**.
- b. As displayed in the attached organizational chart, the Principal reports to the Board of Trustees. The Assistant Principals of Student Support, Director of Student Life, Director of Safety, Director of Finance, School Administration Manager, Director of Accountability and Compliance, Data Manager, Director of Facilities, Director of Fundraising and Community Outreach, Director of Information Technology, Director of Human Resources, Parent Coordinator and Alumni Coordinator report to the Principal. The Board of Trustees will be held accountable through the use of an evaluation tool. The evaluation tool is presented in Exhibit M.

2. Board Structure and Operations

WCHS Bylaws are presented in **Exhibit K**. The WCHS Code of Ethics is presented in **Exhibit L**.

3. Oversight

- a. Not Applicable

b. The Board of Trustees will use both qualitative and quantitative data to make informed decisions regarding school operations. This includes, for example, assessing the quality of school management using evaluations, managing the school's finances and investments and evaluating the quality of instruction using test scores, surveys, and free-response questions. In addition, the Board of Trustees will use data from other schools, districts and states in order to keep abreast with current educational trends and best practices.

4. Board Capacity

a. As evidenced by board member resumes presented in **Exhibit A**, the WCHS Board of Trustees was selected with attention to creating a leadership team with expertise in areas such as education, finance/accounting, special needs children, community/parent relations, real estate/facilities management, and the social/developmental needs of school-aged children.

b. WCHS is committed to developing a well-informed board, one with the knowledge needed to lead an effective charter school. The board development committee, working closely with the board chair and the charter school administrator will plan a formal program of board orientation for new members. The elements of this formal program are described through the Board Orientation Timetable.

Board Orientation Timetable – The orientation process envisioned for WCHS will proceed through four stages:

- During the Recruitment Stage – Before election to the Board
- New Member Orientation - Training provided on election to the Board
- Early Service – During the first three months of service
- Ongoing Orientation – Orientation, training and other supports for all Board members

During the Recruitment: The orientation of WCHS Board members will begin early in the recruitment process. In the recruitment stage prospective Board members will receive an overview of the WCHS mission, and strategic plan, charter application, the education program, financial data, and other background information. Prospective Board members will also received a list of expectations of board member including number of meetings, committee assignments, length of board term and an idea of the time commitment required. They will also receive a list of current Board members and other key volunteers, as well as a copy of the charter school Bylaws and Code of Ethics.

New Member Orientation: When a new member has been brought onto the WCHS Board, the new board director orientation process continues in the following way:

- Before the first board meeting the Board President will schedule a meeting between the new Board member and key individuals in WCHS. The new member will be provided with a detailed Board member manual, which will include Bylaws, Articles of Incorporation, the charter school contract and application, a thorough description of the educational program including educational philosophy, curriculum, instructional methods, assessment, the current budget, last audited financial statements, a list of board directors and their addresses, lists of committees and any staff assignments, copies of minutes for the previous year and a copy of the charter school strategic plan. Also during this meeting, the founder will discuss options for committee involvement with the new member. The intent is to forge a solid match between the interests, skills and preferences of each Board member and the requirements and challenges of the committee he or she joins.

- At the new members' first board meeting, the Board President will introduce them to all current Board and staff members. A mentor Board member will be assigned to work with the new Board member at least through the first several months.

Early Service: During the first three months of service the Board President will ensure:

- Regular check-ups between new Board member and their Board mentors to answer questions and help them become acquainted.
- New Board members has become involved in their chosen committee assignment and continue orientation to the work of that specific committee. This responsibility will be shared by the president of the Board, the chair of the committee and when appropriate, the charter school administrator.
- Written background materials continue to be provided to the new members in response to their interests and questions.

Ongoing Orientation: In addition to new board director orientation, the board development committee will also be responsible for planning an annual and ongoing board education and training program for all of the board. The board development committee will also plan more specialized training and development activities to strengthen the leadership skills of board directors who are being groomed for other leadership positions within the board.

Orientation, training and support on an ongoing basis for old and new board members will be designed and implemented to ensure:

- Full involvement of each new Board member through consultation with the committee chair and staff
- All members continue to provide assistance and support so that they can carry out the responsibilities as Board members effectively.
- Board members can take advantage of opportunities to attend special workshops related to their assignments and interests. Special leadership training will be provided to current and prospective officers, including President, Vice President, Secretary, and Treasurer.
- Opportunities for the expansion of Board member responsibilities through the rotation of committee assignments to help satisfy the interests and needs of each Board member.

c. The Board may elect as trustee any person who in its discretion it believes will serve the interests of the school faithfully and effectively, provided that each trustee of the Board shall be at least 18 years of age. A Trustee need not be a citizen of the United States. In selecting and approving Trustees, the Board will seek individuals whose backgrounds, expertise, and accomplishments support the mission of the school. In addition to other candidates, the Board will include the following nominees:

- The President of the WCHS Parent Association – Non-Voting
- A student representative – Non-Voting
- Following the graduation of the initial class, a WCHS alumna or alumnus, who is designated by the WCHS Alumni Association - Voting

IX. Personnel

1. Personnel Process and Policies

a. Hiring of Teachers - The Board of Trustees is responsible for hiring the WCHS Principal. All affirmative action steps have been taken to ensure an adequate affirmative action selection process. It is expected that currently the Principal will continue as the charter renewal application is submitted to the State Education Department. Screening of résumés will continue once the charter renewal is granted. The Principal will then hire staff members according to the process presented below, and develop an annual performance management plan to include an initial orientation for faculty and staff development of an introductory period for performance evaluation, and finally, an annual performance assessment. The Board of Trustees will review all faculty and staff performance evaluations and performance programs. WCHS expects to continue hiring certified teachers, and certified administrators as the need arises.

b. Hiring of Administrators - The Board of Trustees is responsible for hiring the WCHS Principal. All affirmative action steps have been taken to ensure an adequate affirmative action selection process. Recruiting is accomplished through listings with America's Job Bank, Idealist.org, Teachers.net, Craigslist.org, and others, many highly qualified candidates have sought employment for each and every position that needs to be filled at WCHS.

c. Evaluation Process for Teachers and the Leadership Staff - Implementing the unique WCHS instructional aims and rigorous curriculum requires a very special core of teachers. Though it is a prerequisite, appropriate certification and experience in no way demonstrates a candidate's capacity for carrying out what is undoubtedly an atypical educational plan. Potential candidates are screened by a number of individuals in a number of different settings. Teachers are evaluated on their ability to interact with the Principal, familiarity with the missions, goals, and relevant policies of the school, as well as their ability to lead a classroom in a Socratic style. Teacher/Facilitator positions are filled only after candidates complete a multi-step screening process. The procedure is as follows:

- Initial résumé/letter/CV review
- Initial interview with Principal
- Confirmation of past employment, certifications, track record, and references
- Second interview with Principal and a Board member, as available
- Additional interviews as deemed necessary by the Principal or his or her designee
- Finalists for teaching positions will demonstrate their abilities in a sample classroom setting, designed and observed by the Principal and Board of Trustees.
- All WCHS teachers will have to subscribe to initial criminal background checks, child abuse clearance checks and fingerprint clearances.

Principal - In selecting the Principal, the WCHS Board of Directors will consider the following qualifications and experience:

- Minimum of 3 years working in the secondary environment as a principal or other administrator
- Master's Degree, or higher in Education
- Demonstrated and successful record of prior employment in educational environments.
- Knowledge of and experience with assessments and relevant technologies, as well as understanding of and experience in using student assessment data in instruction.
- Experience working with academic and operational staff and with diverse populations of students, parents and families.

- Understanding of relevant laws and regulations and experience in legal/regulatory compliance.
- Demonstrated ability to work with nonprofit organizations and relevant governmental agencies.
- Experience in curriculum design and/or educational research.

Exhibit M - Evaluations Tools for Staff

Exhibit N - Job Descriptions

2. Collective Bargaining - The WCHS application is a renewal application, thus the provisions of Ed. L. §2854(3)(b-1)(i) are not applicable according to Ed. L. §2854(3)(b-1)(iii).

X. Community Support

As WCHS is an existing charter school, Part 3, Section X – Community Support, as well as **Exhibits O and P** are not applicable.

XI. Financial Management Plan

1. Financial Management - WCHS shall employ a Director of Finance who will be responsible for administering the daily fiscal and accounting functions of the School.

The WCHS Board of Trustees and Principal will provide fiscal oversight and WCHS will contract with an independent certified public accountant (CPA) to provide support to the school in analyzing, reconciling and adjusting account balances, and to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP). The CPA also may assist in developing WCHS's chart of accounts. Financial management at WCHS is described in detail in the school's Fiscal Policies and Procedures Manual.

WCHS employs an internal control structure consisting of policies and procedures that have been established to achieve WCHS objectives. More specifically, the control structure represents those policies and procedures that affect WCHS's ability to process, record, summarize, and report financial information. This structure is established and maintained to reduce the potential unauthorized use of WCHS's assets or misstatement of account balances.

The internal control structure is composed of the following basic elements: (a) the control environment; (b) the accounting system; (a) control procedures; and (d) accounting cycle.

a. The Control Environment - The control environment reflects the importance the Williamsburg Charter High School places on internal controls as part of its day to day activities. Factors that influence the 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 funder expectations.

b. The Accounting System - The accounting system comprises the methods and records used to identify, assemble, classify, record, and report accounting transactions. At a minimum, it is set up to:

- Identify and record all of the Williamsburg Charter High School's transactions
- Describe the transactions in enough detail to allow classification for financial reporting;

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

c. Control Procedures - Control procedures are the procedures set up to strengthen The Williamsburg Charter High School's internal control structure and thus safeguard the agency assets. They are divided into the following:

- **Segregation of Duties** - Allocation of tasks are needed so that one individual does not have the ability to both make an accounting error (either intentionally or unintentionally) and also cover it up. This principle requires that the person with physical access to cash or other movable assets should not also be involved in the related record keeping.
- **Restricted Access** - Physical access to valuable and movable assets are restricted to authorized personnel.
- **Document Control** - To ensure that all documents are captured by the accounting system, all documents must be pre-numbered and the sequence for documents must be accounted for.
- **Processing Control** - This is designed to catch errors *before* they are posted to the general ledger. Common processing controls are the following: batch controls; source document matching; clerical accuracy of documents; and general ledger account code checking.
- **Reconciliation Controls** - These are designed to catch errors after transactions have been posted and the general ledger has been run, reconciling selected general ledger control accounts to subsidiary ledgers.

d. The Accounting Cycle - The overall purpose of an accounting system is to accurately process, record, summarize, and report transactions of WCHS. The component bookkeeping cycles fall into one of four primary functions:

1. Revenue, accounts receivable, and cash receipts - Key steps in this area are:

- Processing cash receipts
- Making deposits
- Recording cash receipts in the general ledger and subsidiary records
- Performing month-end reconciliation procedures

2. Purchases, accounts payable, and cash disbursements - Key steps in this area are:

- Authorizing the procurement of goods and/or services
- Processing purchase transactions
- Processing invoices
- Issuing checks
- Recording checks in the general ledger and in cash disbursements journals
- Performing month-end reconciliation procedures
- Year-end reporting-1099 forms

3. Payroll - The payroll process consists of processing payroll and remitting amounts due to employees, the government, and other agencies such as health insurers, retirement plan trustees, etc.

Key steps in this area are:

- Obtaining and gathering information for processing
- Preparing payroll checks and depositing payroll taxes
- Performing month-end reconciliation procedures
- Preparing quarterly payroll tax returns
- Preparing W-2s, the W-3, and other annual payroll tax returns

4. Cash Management - The general ledger process ensures effective cash management and consists of posting the period's transactions to the general ledger and preparing the financial statements. Key steps in this area are:

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

5. Investing - 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 has been designated to implement the Board's investment policy. Key aspects in this area are purchasing and selling investments, having access to investment certificates, keeping records of investments and investment earnings and reviewing and approving investment accounting, bank and broker statement reconciliations, adjustments to the carrying value of investments, and other decisions regarding investments

2. Fundraising - From their experiences prior to and during the first and second WCHS charter term, WCHS staff and leaders have had extensive fund development experience. As the School grows, staff and leaders will focus on fundraising from public and private sources.

Part 4: Will WCHS comply with all allocable Rules and Regulations?

XII. School Facilities

1. 198 Varet Street, Williamsburg, Brooklyn 11206

Block#: 3117 Lot#:24

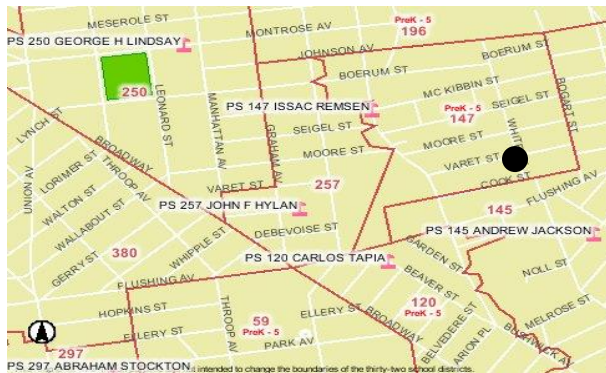
Building Type: 8 story new construction

Total Square Feet: approx. 116,000; 20,000SF ground floor + Mezzanine; 15,000 SF 2nd – 4th floors;

11,000 SF 5th – 8th floors

Current Zoning: School-use

The school is a newly constructed eight-story building. Located in NYC Community School District 14, the building is in a light industrial area in proximity to a number of public housing complexes and other multi-family residential buildings. The building's zoning allows for school-use.; The map below is a snapshot of the neighborhood indicating existing public schools and district lines. The black, solid dot indicates the location of the building.



2. The concept surrounding the building is to create a flexible and adaptable learning environment for all students. This includes planning for rapid technological and societal changes in both educational programs and building design. Implementing high performance, LEED, sustainable, green technologies is the cornerstone of the facility design. This includes a holistic design approach focused on efficient water systems and usage, promoting high indoor air quality, material, resource, energy, and atmosphere conservation, and a minimal impact on the surrounding community.

Spontaneous, anytime, anywhere learning will be the focus of building design. Classrooms, laboratory workspaces, and common areas will be fitted with wireless technologies and be designed as interactive learning centers with spaces for formal and informal seating. Clustered research stations will give students the opportunity to work independently or collaboratively in digital environments as they develop research and application skills.

Dining, physical fitness, and performing/studio arts spaces will be created in such a way as to accommodate all members of the community and promote high levels of interaction between students, faculty, and staff. They will also be designed to be easily accessible to the wider community, as community arts and performance spaces are much needed in the North Brooklyn area.

For a specific description of the required space, please refer to the information provided below:

- Classrooms – The building will include 20 core classrooms and 8 elective classrooms. These rooms include specialized spaces such as science labs (4) and art studios.
- Student Center – This space would encompass all student support services such as the guidance counselors, social workers, school nurse, etc.; as well as the library or research center, school store, and other student-centric meeting spaces such as club rooms, required, specialized or dedicated space or equipment.
- Fitness Center – This area would be similar in function to a health club with rooms for cardiovascular activity, weights, yoga, dance, etc. Locker rooms accommodating storage for a minimum of 200 students would also be necessary.
- Multi-purpose – This area would serve as the cafeteria and gathering space for large/school-wide events. The cafeteria will be equipped with a full service kitchen with space for food preparation. Ideally, this space would accommodate the entire projected student and faculty population.
- Administration/Staff Resource – School administration spaces would include the main office, attendance, principal, safety officers, and other operations related functions. A staff or teacher resource room would function as a professional development library, meeting and planning space for teachers.
- Lockers – Each student will require a locker.

Please refer to the following table for the school’s five-year growth plan. At full capacity, facilities at 198 Varet Street can accommodate 1,200 students.

Total Number of WCHS Students Enrolled Each Year Per Grade					
	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018	Year 5 2018-2019
9 th Grade	315	169	200	260	315

10 th Grade	260	315	169	200	260
11 th Grade	200	260	315	169	200
12 th Grade	169	200	260	315	169
Total Number of Students	963	963	963	963	963

The owner of the building, Paul Grossman, will lease turnkey space to the school. Mr. Grossman is a commercial and residential developer based in Williamsburg, Brooklyn with over 25 years of experience in New York City. He has completed multiple rental residential projects in Williamsburg within the past ten years and is in the process of completing a mixed-use project in addition to the commercial space intended for WCHS.

Mr. Grossman’s team consists of an onsite construction manager/architect overseeing work in the building, engineer, expediter, attorney, plumbers, electricians, carpenters, and laborers. Per the terms of the lease, the owner will be responsible for building custom space for a school and securing a temporary or permanent certificate of occupancy.

The building’s cafeteria is equipped with a full service kitchen with space for food preparation. At this time, WCHS does not foresee any other building uses which will require a permit from the New York City Department of Health.

3. 18% of WCHS’s total budget is expected to be spent on the rent/lease. Prior to selecting this site, the project team examined a number of potential locations within and outside of the desired location of CSD 14, evaluating each according to the following criteria:

- 1) Affordability – WHCS’s facilities budget is \$2.8M/year.
- 2) Ability to address ongoing program needs – Specialized instructional space is necessary, supporting WHCS’s college-oriented mission.
- 3) Timeline feasibility – An on-time and on-budget project is critical to the academic and operational success of the school.

Northern Brooklyn is comprised of a number of formerly industrial, transitioning neighborhoods. However, more than one third of area lots remain zoned for industrial use. Given the decline in industrial employment in the city, coupled with a rise in residential construction and conversion in the area, industrial buildings are increasingly a viable option for school use. Market rents in the area range between the high teens and high twenties for space, depending on the level of build-out, type of building, and location. Given this information, WCHS has been able to negotiate a rate for space that falls well within realistic cost estimates and the school’s operating budget.

4. A copy of the lease for 198 Varet Street is presented in **Attachment 3**.

XIII. Operations and Policies

1. Required Programs and Policies: Provide your school's policies regarding the following areas:

a. Health Programs [Ed. L. §2851(2)(r): Describe the health services to be provided to students in your proposed charter school including:

- **General Medical Services** - WCHS shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. WCHS shall provide on-site health care services similar to the extent that such health services are available to children attending other public schools in the district where WCHS will be located. This will be done, if possible, through a contractual arrangement with the regional office to supplement the level of health services mandated to be provided to WCHS in accordance with §2853(4)(a) and §912 of the Education Law.
- **Plans and procedures for students who require daily medical attention** - WCHS will arrange for the services of a Nurse to supervise the disbursement of medication, the treatment of students who are ill, the treatment of students who are injured, and to train faculty and staff in first aid, including but not limited to, cardiopulmonary resuscitation and emergency response utilizing the Automated External Defibrillator (AED). In the Nurse's absence these responsibilities will become that of the WCHS Principal or his/her designee. The nurse will additionally be responsible for all record keeping and correspondence related to these responsibilities.

Hearing and vision testing will be done on all new students by qualified individuals of the Department of Health (DOH). A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. School staff will work with the DOH, local school districts, and other appropriate authorities to provide these services.

WCHS, in accordance with NYS law, requires that each student entering WCHS have a certificate of immunization at the time of registration or not later than the first day of school. State immunization requirements include: Diphtheria [Toxoid Containing Vaccine (DTP, DTaP) 3 doses]; Polio [(IPV) (OPV)3 OPV or 4 IPV]; Measles/Mumps/Rubella (MMR) 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR); Hepatitis B [3 doses, 7th graders entering school after 9/1/00 – 3 doses of RecombivazHB, Engerix B or 2 doses of adult hepatitis B vaccine for children 11 to 15 years old]; Varicella [1 dose].

Before a child can be permitted to enter or attend WCHS, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.

Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

WCHS, in accordance with §917 of the Education Law, will maintain on-site AED equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff

member(s) is trained in the operation and use of such equipment for use in WCHS and at any WCHS-sponsored events at other locations.

Medication Delivery System Procedures - WCHS will establish a secure, easy to understand, and safe medication delivery system. The School nurse, with support from the WCHS Principal, will communicate to parents, students and staff the requirements for the administration of medications in the school. WCHS will avoid misunderstandings by widely circulating the requirements. These requirements for the administration of medication in school will be communicated in the student-parent handbook; school publications/calendars; inserts with report cards; mailings to physicians and/or local medical societies; and individual parent/student counseling.

Pharmacies

- Only those medications necessary to maintain the student in school and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) should comply with all procedures.

- Any prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students *will be given by the School nurse or licensed practical nurses under the direction of the WCHS nurse. Administration of such prescribed medications will not be performed by the other members of WCHS staff.*

- Designated staff in the school setting, following assignment and in conjunction with approval by the school nurse may assist *self-directed students* with the taking of their own oral, topical and inhalant medication. The School nurse as well as the school administration will assure that the staff person receives the training and supervision needed to perform these tasks in a safe and effective manner.

Physician Orders - WCHS requires a written order from a duly licensed prescriber and written parental permission to administer the medication. All medications, including nonprescription over the counter (OTC) drugs, given in school shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status.

- Written orders for prescription and nonprescription OTC medications should minimally include:

- Student's name and date of birth
- Name of medication
- Dosage and route of administration
- Frequency and time of administration
- For PM (as necessary) medications, conditions under which medication should be administered
- Date written
- Prescriber's name, title, and signature
- Prescriber's phone number

- The school nurse may request additional information, such as self-administration orders, diagnosis and/or potential adverse reactions, however, medication delivery should not be delayed pending this information, unless such information is essential to the safe administration of the medication.

- Special considerations:

- Medication orders must be renewed annually or when there is a change in medication or dosage
- The pharmacy label **does not** constitute a written order and **cannot** be used in lieu of a written order from a licensed prescriber.
- When a properly labeled medication comes to the health office accompanied by a written request from the parent for administration of the medication, but without a written order from a licensed prescriber, the following procedure will be followed:
 - Contact parent regarding need for written order from a licensed prescriber.
 - Contact licensed prescriber to obtain verbal permission to administer medication.
 - Request fax or written orders to be received within 48 hours.
 - Contact parent and discontinue medication if written orders are not received in 48 hours.
 - Document above steps.

Parental Responsibility

- A written statement from the parent or guardian requesting administration of the medication in school as ordered by the licensed prescriber is required.
- It is the responsibility of the parent or guardian to have the medication delivered directly to the health office in a properly labeled original container.

Prescription Medications - The pharmacy label must display:

- Student name
- Name and phone number of pharmacy
- Licensed prescriber's name
- Date and number of refills
- Name of medication/dosage
- Frequency of administration
- Route of administration and/or other directions

OTC Medications

- Must be in the original manufacturer's container/package with the student's name affixed to the container. The same applies to drug samples.
- For certain medications, especially **controlled substances**, standards of best practice include counting the medication upon receipt and periodically thereafter. This is not a legal requirement but constitutes a sound practice when handling controlled substances. Discrepancies should be reported to the parent immediately. The school administration should be informed of any discrepancies when such discoveries occur. Best practice includes close supervision of medication taking.
- Medications will not be transported daily to and from school. Parents will be advised to ask the pharmacist for two containers, one to remain at home and one at school.
- Instructions will be left for substitute nurses that are clear and concise on the handling of all aspects of medication acceptance, handling, delivery and storage.
- Education of families regarding the WCHS's medication protocols is an ongoing responsibility of WCHS.

Medication Administration

- All medications will be administered as close to the prescribed time as possible. Given student schedules and compliance with coming to the health office in a timely fashion, medications accepted for school administration generally may be given up to one hour before and no later than one hour after the prescribed time. However, parents and licensed prescribers will be advised, so that they can advise WCHS if there is a time-specific concern regarding administration of the medication. Parents, students, and the school nurse will work together to ensure the student receives his/her medication at the appropriate time.
- If a student fails to come for a dose, the administration will provide support to health office personnel, such as security personnel, administrative or clerical staff to locate the student. If the medication has not been given for any reason within the prescribed time frame, WCHS will make all reasonable efforts to notify the family that day, as the family may need to adjust a home dose accordingly.
- If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will be informed of the poor compliance, so that the medication protocol can be reviewed and possible adjustments made, i.e., home administration, extended release medication.
- Ongoing communication and collaboration between WCHS and parents will occur to assist students in assuming personal responsibility for their health behaviors.
- A medication may be changed or discontinued by a written order of the licensed prescriber at any time. If a parent requests discontinuation of a prescribed medication without the prescriber's order to do the same, WCHS will send a confirmation to the parent with a copy to the prescriber of WCHS's intention to discontinue the medication on the parent's request.
- When the dose of a medication is changed by a licensed prescriber's written order and a parent request, and the old pharmacy bottle label has not been corrected, the nurse may label the bottle with the correct dose until the new pharmacy labeled prescription bottle is received. The importance of parent compliance with sending in a new bottle quickly will be conveyed.

Storage of Medication

- No medication will be brought into school without knowledge of the health office. Publicized procedures that facilitate this practice so that parents and students do not feel the need to hide medication or to circumvent cumbersome procedures will be publicized.
- All medications, except as otherwise arranged, will be properly stored and secured within a health office cabinet, drawer or refrigerator designated for medications only. The site must include a lock for the cabinet, drawer and refrigerator, as well as a lock to the outside health office door. Controlled substances will always be secured and will never be left open or accessible to the public at any time. Even self-directed students will not be given unsupervised access to controlled substances under the care of WCHS. Whenever possible, medication storage units will be secured to the wall or floor, and will not have breakable glass doors. If possible, all medications will be stored in a health office. However, there may be instances when either requests are made by a parent and physician for a student to carry and self-administer medications because of the emerging nature of the health problem or the severity of the health condition.

Carry and Self-Administer Medication - If the WCHS nurse receives a request from a parent and licensed prescriber to permit a student to carry and self-administer her/his own prescribed medication, such decisions will be made on an individual basis and in accordance with the following criteria:

- Severity of health care problems, particularly asthmatic or allergic conditions.

- Licensed prescriber's order directing that the student be allowed to carry her/his medication and self-administer.
- Parent statement requesting compliance with licensed prescriber's order.
- Student has been instructed in the procedure of self-administration and can assume responsibility for carrying properly labeled medication in original container on her or his person or keeping in school.
- School nursing assessment that student is self-directed to carry and self-administer her/his medication properly.
- Parent contact made to clarify parental responsibility regarding the monitoring of the student on an ongoing/daily basis to insure that the student is carrying and taking the medication as ordered. This contact will be documented.

Any student self-administering medication without proper authorization will be counseled by the school nurse. In addition, the parents will be notified. In all instances, school administration will also be informed. Periodic reevaluation of the effectiveness of the procedure will be instituted.

Emergency Medication - The requirements allowing registered professional nurses to administer agents used in the emergency treatment of anaphylaxis include:

- Following non-patient specific standing orders and protocols authorized by a physician or a nurse practitioner.
- Maintaining or ensuring the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer anaphylactic treatment agents.

Non-FDA Sanctioned Requests/Herbal Remedies, Dietary Supplements and Natural Products - WCHS will not honor requests for use of herbal remedies, dietary supplements and natural products as they are not sanctioned by the FDA. Such matters will be explained to the parent whose cooperation will be sought to have such medications administered outside of school. An appropriate notation should be made on the student's health record.

b. Food Services [Ed. L. §2851(2)(r)] - WCHS will receive its meals for students through the Office of School Food and Nutrition Services (OSNFS) of the NYCDOE. All students attending WCHS are eligible for meals provided at the facility. Breakfast, lunch and an afternoon snack will be served each day that school is in session. Meals will be in compliance with Department of Education regulations. Students can opt to bring their own lunch and not partake in the school lunch program. Meals are prepared and served in the kitchen and cafeteria.

WCHS expects that the majority of its students will be eligible to receive free and reduced price meals based on their parents' income levels. Eligibility guidelines can be viewed at <http://www.fns.usda.gov/cnd/Governance/notices/iegs/IEG05-06.pdf> or by calling the NYSED's Child Nutrition Reimbursement at (518) 473-5999.

In order to receive these benefits, the parents of eligible students must complete and return the *Family Application for Free and Reduced Price School Meals (SD 1041 form)* and WCHS will provide parents with this application upon enrollment. The application, which can be found online at <http://www.opt-osfns.org> is available in many different languages. As soon as possible, this form must will be returned to WCHS and then will be reviewed by the Principal or his/her designee for approval. WCHS will maintain each student's SD 1041 form on file for review once it has been completed and approved. These forms

enable students to receive free and reduced price meals, and also form the basis for determining and distributing additional educational funding from the state and federal governments.

WCHS recognizes that the SD 1041 form can be difficult to collect from parents. Often, there are concerns over the confidentiality of the form; but WCHS will ensure parents that the information is personal and confidential and will remain at WCHS. Though the forms will not leave WCHS, OSFNS staff members can and will randomly audit the applications to make sure they are coded correctly.

c. Transportation Services: Provide a description of transportation arrangements that the charter school will make for its students including:

- **Arrangements for students who would not qualify for public school transportation under the New York State Education Act** - The NYCDOE is currently responsible for providing transportation services to the School's students. The School's students will receive the same transportation services as other NYC public school students. Busing is provided by the Office of Pupil Transportation of the NYCDOE (OPT). After the School submits a Transportation Request Form and uses ATS or NIPSIS to supply the DOE with the necessary information about its students, the DOE will determine the eligibility for transportation of the School's students. This eligibility is based on age and distance from the school, in accordance with the Chancellor's regulations (Regulation A-801). Given the uncertainty of bus scheduling, the School will not guarantee parents that their child will have yellow school bus service until such service has been confirmed by the Office of Pupil Transportation.
- **Supplemental transportation sources planned with the school district and the NYCDOE** - Special education students often have different eligibility for transportation as well. Their eligibility is dictated by their Individual Education Program (IEP). Transportation for special education students will be provided in accordance with all applicable State and Federal laws. The school students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. If a student is not eligible for transportation, transportation becomes the responsibility of the child/s parents or guardian.

d. Student Records: - WCHS shall maintain written records of all suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

e. Federal Requirements: Provide evidence that your proposed school plans to meet required federal regulations, including:

- **The Processes for Child Find compliance, IDEA [34 CFR 300.111]** - WCHS will comply with the federal Child Find requirements (34 CFR §300.125), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Intensive Education Program, or referral to the CSE of the student's district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.
- **The processes for compliance with the data reporting requirements, IDEA [34 CFR 300.642]** - In compliance with 34 CFR §300.750, WCHS will submit an annual report to the State

Education Department detailing the number of students with disabilities it serves, the nature of each student's disability, and each student's educational placement and setting. Regarding reports that are the responsibility of the district of residence, WCHS will make any necessary data available to the district in a timely fashion. WCHS will also comply with 8 NYCRR §119.3, which details requirements for the "Charter School Report Card" and includes information relating to students with disabilities.

In compliance with 34 CFR §300.750, the charter school will submit annually the following reports by the dates noted:

- PD 6: February 1 *Personnel Form*
- PD 8: mid July *Suspension Data*
- PD 9: mid January *Provider of School Age Students*
- SEDCAR: mid November *Request for IDEA Sub Allocation*

The special education staff in conjunction with the Principal will be responsible for ensuring the collection, maintenance, and reporting of all data regarding students with disabilities. The reports listed shall be provided to Community School District 14, and the State Education Department, as required. For example, special education data required by the Annual School Report Card shall be included as part of WCHS'S Annual Report, which shall be provided to the Board of Regents through the State Education Department (a copy which also would make available to the school district).

- **The processes to ensure compliance with the Family Educational Rights and Privacy Act (FERPA) and IDEA regarding confidential student records** - WCHS will follow all applicable requirements of the IDEA and the Family Educational Rights and Privacy Act ("FERPA") and implementing regulations relating to the confidentiality of student records (34 CFR §300.560-577 and 34 CFR Part 99). All appropriate staff will be trained in such requirements, and the WCHS Principal or his/her designee will be responsible for ensuring the confidentiality of personally identifiable information within student records. In accordance with FERPA, parents will be allowed to inspect and review all of their student's educational records maintained by WCHS. Upon receipt of such a request, WCHS will adhere to the requirements of the Freedom of Information Law. In any event, WCHS will comply with such a request for access within a reasonable period of time, but in no case more than 45 days after it has received the request.

Before disclosure of any personally identifiable information relating to a student to someone other than the parent or eligible student, WCHS will (with the exception noted below) obtain a signed and dated written consent of the parent or eligible student. Personally identifiable information may be released without the prior consent of the parent or eligible student to school officials and teachers only if WCHS determines that such persons have "legitimate educational interests." All files required by law to be kept confidential shall be kept under lock, in a place and manner that restricts access to only those individuals who are authorized to view these records. More specifically, special education records shall be kept under a locked file cabinet under the supervision of the Principal or his designee in his or her secure office. The Principal or his/her designee shall maintain a list of those staff allowed to access specific files, including the respective student's teacher and parent. A sign-out sheet shall be maintained by the Principal or his/her designee for all records to keep track of their location at all times.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31): (1) School officials with legitimate educational interest; (2) Other schools to which a student is transferring; (3) Specified officials for audit or evaluation purposes; (4) Appropriate parties in connection with financial aid to a student; (5) Organizations conducting certain studies for or on behalf of the school; (6) Accrediting organizations; (7) To comply with a judicial order or lawfully issued subpoena; (8) Appropriate officials in cases of health and safety emergencies; and (9) State and local authorities, within a juvenile justice system, pursuant to specific State law.

WCHS may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, WCHS will tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that WCHS not disclose directory information about them. WCHS will notify parents and eligible students annually of their rights under FERPA. The actual means of notification used by WCHS is a special letter to parents and guardians.

- **The processes to ensure that parents are kept informed of their child's progress in meeting his/her IEP goals [34 CFR 300.322, 34 CFR 300.320]** - WCHS ensures parents of special education students that the frequency of communication to them about the progress of their students provided by WCHS will occur at least as often as similar communication to parents of non-special education students. At least quarterly, progress reports regarding each student and his or her IEP, as well as copies of all report cards, will be provided to the student's parents and to the student's district of residence. The district of residence is welcome at any time to monitor WCHS'S implementation of its special education program.

2. Admissions Policies [Ed. L. §2851(2)(d)]

a. Application and Admissions Periods and Procedures - Formal recruitment of incoming students will begin after WCHS is authorized. During or before January of the coming school year, WCHS will advertise open registration. Families, if they choose, can meet with WCHS staff members and review the expectations of WCHS. WCHS will recognize its policy of equitable admissions access to all students in every phase of its admissions process. WCHS shall not discriminate against any student based on race, ethnicity, national origin, gender, or disability or for any other basis that would be unlawful for a public school. WCHS shall be open to any child who is eligible under the laws of New York State for admission to a public school, and WCHS shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and Paragraph 2854 (2) of the New York Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry. Interested families will submit applications until April 1, at 6:00 PM. If the number of applicants to WCHS exceeds capacity, a lottery or a random selection process will be conducted by an individual unaffiliated with WCHS. This unaffiliated person will be used to assign spaces as described below. The lottery will be held on or about April 15 annually.

b. Outreach Plan - WCHS will undertake the measures below, among others, to recruit student applicants (and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation): (1) Posting flyers and placing notices in

local newspapers, supermarkets, churches, community centers, and apartment complexes; (2) Conducting open houses at after-school programs and youth centers; (3) Visiting local organizations in surrounding neighborhoods; and (4) Canvassing neighborhoods to further reach interested families. WCHS will implement the above measures with consideration to parents of children with special needs and English Language Learners.

c. Procedures if Student Applications for Admissions exceed Available Space - WCHS will admit each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the grade level.

- **Lottery Conduct** - In the event the number of applicants to WCHS in any given year exceeds capacity, a lottery will be conducted. WCHS will pursue full disclosure prior to the lottery by advertising a description of how the lottery will be conducted. WCHS will include a description of the public lottery in its application material distributed to families during the outreach phase of the process. WCHS will contract the services of an independent (unaffiliated) organization to conduct the public lottery. The public lottery will occur at a publicly announced WCHS Board of Trustees meeting or a publicly announced community meeting soon after the closure of the enrollment period on April 1.
- **Measures to Ensure Legal Requirements** - If a lottery is required, all the applications submitted to WCHS will be entered into the lottery. The WCHS lottery is a system of random selection of applications that identifies students for enrollment. During the lottery process, all completed and accepted applications submitted during the enrollment period will be publicly drawn in random order until all applications have been drawn. Each application will be recorded and numbered in the order in which it was drawn and assigned to a specific grade and preference category. After all available spaces have been filled in each grade and according to preference category; a waiting list is created by the remaining applicants. The waiting list ranks applications for a given grade and preference category. These applicants will be identified by number, grade, and preference category. As spaces become available at WCHS, they will be offered to the waiting list applicants in the order of placement on the waiting list. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period.

WCHS must reserve 10% of open seats in a given year for student transfer under the NYSED's NCLB choice transfer program. Once these spaces are reserved an admission preference to WCHS will be granted to applicants in the following manner: (1) First preference will be given to returning students in the second or any subsequent year of operation. (2) Second preference will be given to siblings of students already enrolled in WCHS. For definition purposes, "siblings" are two or more children that are related either by birth by means of the same father or mother or by legal adoption. If a parent submits applications for siblings within the enrollment period and one of the siblings is chosen in the lottery, the other siblings may be enrolled as long as a slot is available in the siblings' grade levels. (3) Third preference is for students defined as "at risk of academic failure" in the approved charter application. WCHS defines "at-risk of academic failure" as any student who meets at least one of the following criteria at the time of WCHS's application deadline: (a) a student who scored a 1 or 2 on the most recent NYS ELA exam for which that student's score is available; (b) a student who scored a 1 or 2 on the most recent NYS Mathematics exam for which that student's score is available; (c) a student who failed four or more classes in the past academic year; (d) a student who scored below 65% on the most recent NYS ELA Regents exam for which that student's score is available; or (e) a student who scored below 65% on the most recent NYS Mathematics Regents exam for which that student's score is available. (4) Fourth preference will be for students residing within New York City community school district (CSD) 14.

d. Procedures for Student Withdrawal or Transfer - WCHS is a public school of choice, both for application and withdrawal. At any time there may arise circumstances in which a parent or guardian may wish to transfer their child to a different school. A parent or guardian wishing to withdraw his/her child from WCHS will be asked to complete a request for student withdrawal form. WCHS personnel will offer to meet with the family and discuss their reasons for withdrawing from WCHS, as well as to seek solutions to any problems that arise from these discussions. If the parents or guardians still wish to transfer their child to another school, the WCHS staff will make every reasonable effort to help to help the student find a school that better serves the family's desires. WCHS will ensure the timely transfer of any necessary school records to the student's new school.

3. Grievance Policy [Ed. L. §2854 (2) (d)] - Any individual or group may bring complaints to the WCHS Board of Trustees. Complaints may be submitted to the Board at least one week prior to the regular Board meeting at which time the complaint will be officially addressed. Complaints submitted less than one week prior to the next regular Board meeting will be addressed at the subsequent Board meeting.

Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular meeting. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. The Board, as necessary, may order the Principal and/or another responsible party to investigate and/or act upon the complaint and submit a written report to the Board. The Board shall create a written response, with appropriate determinations and rationales, to every complaint submitted in writing.

The manner in which the WCHS Board of Trustees documents, manages, and responds to complaints is determined by the NYS Charter School Law [§ 2855(4)], which established a three-phase complaint process. First, if an individual or a group has a complaint about the management or operation of WCHS or about a possible violation of the WCHS charter, or the NYS Charter School Law, the complainant may present the complaint in writing to the WCHS Board. Second, if the complainant believes the Board has not adequately addressed the complaint, the complainant may then appeal to the charter entity, the NYCDOE. Upon receiving such a complaint the NYCDOE is required to investigate and respond. Third, if, in the complainant's opinion, the NYCDOE does not adequately address the complaint, the complaint may be presented to the NYSED, which will investigate and respond. The WCHS Board will develop and approve a policy and appropriate procedures that describe the manner in which it will document, manage, and respond to complaints in the first phase described above. The policy and procedures will include at least the following: (a) the method(s) by which a complaint is formally presented to the WCHS Board; (b) the process by which the Board registers its receipt of a complaint; (c) recognition of a comprehensive investigation process; (d) recognition of a maximum amount of time that the Board will require to respond to an officially recognized complaint; (e) the form of the Board's response to a complaint; and (f) the method/s the Board will use to publicize the three-phase complaint process and the policy and procedures relating to the first phase among the entire school community.

Part 5: Miscellaneous

XIV. Operational Impact/Dissolution

1. Operational Impact [Ed. L. §2851 (2) (q)]: Using the chart in Appendix G, provide an assessment of the programmatic and fiscal impact of WCHS on existing public and nonpublic schools in the area

a. The Dollar amount WCHS expects will follow students from each school district of the student's residence

b. Calculation of the percentage of NYCDOE's overall funding

Year	# of Students	Per Pupil Allocation (assuming 2% increase in years 4 and 5)	Projected Charter Cost	District Budget (assuming \$25.5 billion NYCDOE funding with 3% annual increase)	Projected Impact (i.e. % of NYCDOE's Overall Funding)
2014-2015	963	\$13,527	\$13,026,501	\$25,544,000,000	0.051%
2015-2016	963	\$13,527	\$13,026,501	\$26,310,320,000	0.05%
2016-2017	963	\$13,527	\$13,026,501	\$27,099,629,600	0.048%
2017-2018	963	\$13,797	\$13,287,031	\$27,912,618,488	0.048%
2018-2019	963	\$13,797	\$13,287,031	\$28,749,997,043	0.046%

c. Summary of the programmatic impact

Fiscal Impact on Public Schools - The Williamsburg Charter High School (WCHS) will have minimal fiscal impact on NYCDOE Public Schools. For purposes of this analysis, WCHS expects that the NYCDOE will have to transfer \$14,694 annually for each child enrolled during the 2009-2010 school year. This figure—along with the “District Budget” figures—is based on assumptions provided in guidance from the New York City Department of Education. Based on this guidance, the School expects a 3% annual increase in both the per-pupil allocations and the district budget. The number of such students in the first year (2009-2010) will be 944, and the financial impact on the NYCDOE will be \$13,262,256 or 0.078% of the total NYCDOE budget. In subsequent years, the financial impact remains minimal. Over the course of its first five years of operation, the school will expand its enrollment to 1,200 students. As documented in the above chart, the School will have little to no financial impact on the city over the course of the initial charter term.

Fiscal Impact on Non-Public Schools - With respect to non-public schools, WCHS is not anticipated to have a great effect on these institutions as the overwhelming majority of its students will come from low-income families that would not have had the means to pay for high-tuition, private schools. While there may be an impact on small, low-tuition Jewish Day Schools, Catholic schools and other small parochial and low-tuition private independent schools, it is expected to be minimal. WCHS will most likely appeal to families of students in the existing public schools, since such a high percentage of them are not meeting state standards and would benefit from the programs offered at WCHS. For families who had previously made their choice to send their children to low-tuition Jewish, Catholic, parochial or independent schools, the option to withdraw their children from those schools in favor of high performing free public charter schools would reduce enrollment of these nonpublic schools.

2. Dissolution [Ed. L. . §2851 (2) (t)]

a. Holding Public Meetings - In the event of closure or dissolution of WCHS, the Board of Trustees shall delegate to the Principal and School Attorney the responsibility to manage the dissolution process in accordance with Education Law § 2851(2)(t). This process shall include notification to parents of children enrolled in WCHS. Additionally, a list of students attending WCHS will be sent to the local district where WCHS is located.

b. Transfer of student records - WCHS shall transfer student records to the school district in which it is located, and the parents of the enrolled students shall be notified of the transfer of records. The remaining assets of WCHS, after satisfaction of outstanding debts pursuant to Education § 220, shall be transferred to another charter school within the school district where WCHS is located or directly to the NYCDOE.

c. Logistical transfer of students - The dissolution process will begin with a meeting of the leadership team of WCHS that will include at least the Board Chair, Principal, and its legal counsel. The purpose of this meeting is to review and confirm a dissolution plan and timeline developed by the School's administrative staff that will be used to guide the dissolution process. Upon approval of the plan and timeline, the Principal and the Board Chair will meet with representatives from the NYCDOE Office of Portfolio Development or other appropriate staff to review and discuss the dissolution plan and timeline. The outcome of this meeting is a final dissolution plan and timeline that will be used to manage the dissolution process of WCHS.

Days 1-5

1. WCHS will deliver a current student list to the NYCDOE.
2. The Principal will conduct a meeting with NYCDOE to discuss openings and availability for students being displaced by the closure or dissolution.
3. A WCHS Board representative will conduct a meeting with its auditors to begin a process of identifying assets required for transfer.
4. The WCHS Principal will notify all parents in writing of the closure of the school and the ensuing placement process.
5. The Principal will meet with the students to discuss the school's closing and the ensuing placement process.
6. WCHS will schedule and advertise a school-day meeting with students and an evening meeting with parents and others to discuss WCHS's closing and the transfer of students to other public schools.
7. WCHS will host a series of information sessions for families and students about the possible schools available and identify the assistance that will be provided during the transfer process.
8. WCHS's website will be recognized as a primary source of information about the school's closing, the dissolution process and the placement of students in other public schools.
9. WCHS's pupil personnel staff will schedule a placement meeting with each enrolled student/parent to discuss his/her placement.

Days 5-15

1. The pupil personnel staff will prepare a written report for the Principal confirming the scheduling of placement meetings for each student/parent.
2. The pupil personnel staff will commence student placement meetings.
3. WCHS will provide written notice to appropriate office departments such as transportation, food services and school safety of the closure to ensure adequate time for modifications to existing practices and procedures.

4. WCHS will notify in writing school Principals in schools likely to receive transfers from WCHS of the closure and provide contact information for school personnel handling transfers.

Days 15-30

1. The pupil personnel staff will continue with student placement meetings.
2. A list of students and their known preferences for relocation will be prepared by the counseling staff and sent to the Principal.
3. WCHS will transfer student records to the NYCDOE upon completion of the placement meeting between the School pupil personnel staff and individual students.
4. Parents of the enrolled students will be informed of the transfer of their students' records to the NYCDOE and provided a copy of those records.
5. WCHS will conduct a final meeting with the NYCDOE to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in a non-public school.

d. Establishment of an Escrow Account - WCHS has ensured in its budget plan that it will maintain an escrow fund of \$75,000 to be used in the event of the dissolution of the charter. These escrow funds would be used to pay for all legal and audit expenses that would be associated with the dissolution.

e. Transfer of WCHS's assets to another school within District 14 - The Principal will be responsible for developing a plan that will direct a smooth and efficient transfer of assets process. The Principal will maintain an up-to-date inventory of the assets of the school. He/she, with the assistance of the Finance Committee of the Board of Trustees, will attend to the payment of all outstanding debts of the School. Once all debts are satisfied, a distribution of assets process will be initiated that complies with a prescribed plan that has been developed by the Principal with the cooperation of the NYCDOE Office of Portfolio Development. This plan will eventually detail what assets will be dispersed to which school(s), when, how and by whom. This plan will be presented to the Executive Committee of the WCHS Board for review and approval prior to its implementation.

XV. Institutional Partnership Agreement

Not applicable.