Application: Olean Academy Charter School

Shannon McIntyre - [redacted]
New Charter School Applications

Basic Letter of Intent Information

Completed Jun 2 2022

Instructions

Please complete the Basic Contact and Application form.

2022 PHASE I: Letter of Intent

I. Basic Contact and Application Group Information

New Applicant groups and Existing Education Corporations interested in submitting an application to establish Regents-authorized charter schools are asked to complete this brief information sheet. The Department will use this information to plan and coordinate peer review panels with appropriate expertise to evaluate all application materials.

Please indicate whether your applicant group is applying as a New Operator (that does not operate a Regents-authorized charter school or any charter schools currently) or whether your applicant group is an Existing Education Corporation (which operates one or more Regents-authorized charter schools and seeks to replicate another).

New Operator Applicant Group (operating no charter schools at all or in New York or not operating Regents-authorized charter schools)

Proposed Charter School Name

(Please write out the full name of the proposed new charter school, and include the words "charter" and "school" in the name).

Proposed School Name	Olean Academy Charter School
Grades Served (K-5, .6-8, 9-12, etc.) During Initial 5 year Term	K-12
Max Number of Students During Initial 5 year Term	225

Please enter the name of the proposed Board Chair (or current Board Chair for existing schools) and the name of the Public/Media Contact person, including mailing address, phone number, and email address.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address
Proposed/Current Board Chair	Joseph Franzen	[redacted]	
Public/Media Contact Person	Shannon McIntyre		

Applications will only be accepted for applicant groups seeking to implement one or more of the following priority school designs (See page 5 of RFP) that align with New York State's Approved ESSA Plan and the strategic priorities of the Board of Regents:

Responses Selected:

• Models that will provide students with career and technical education (CTE) certification(s) or a pathway to such credentials, through a program that has or will seek NYSED program approval;

If Not Applicable is selected, please explain why the applicant group is not able to implement one or more of the priority school designs within its proposed school model.

n/a

List of Key Design Elements

List the key design elements (which are those features of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and critical or integral to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems. **Approved schools will be accountable for implementation of the key design elements included in their charter.**

1	STEM Focus Across The Curriculum: Olean Academy will provide an engaging, challenging, value-based education grounded in Science, Technology, Engineering, and Math.
2	Value-Based Education: We will offer a positive, safe and healthy environment where all members feel respected while supporting students in becoming life-long learners.
3	Student Accountability: We pledge to offer a grounded, value-based environment where students are held accountable for their choices.
4	Community Involvement: We pledge to include families and community members in school choices whenever possible, to ensure student success at home, in school and in the community.
5	(No response)
6	(No response)
7	(No response)

If available, please provide the URL to the website established for the proposed school(s).

www.oleanacademy.weebly.com

Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(Refer to the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	(No response)
Partner Organization 1	The Volpe Foundation
Partner Organization 2	Canticle Farms Olean

Signature of Proposed Board Chair

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Date

Jun 2 2022

Letter of Intent (Upload 6 page narrative aligning responses to the RFP Section II and Section III

Completed Jun 3 2022

Instructions

Upload only the 6 page Letter of Intent (signed by the proposed board chair) in response to the evaluation criteria. Do NOT exceed the 6 page limit. Do NOT submit petitions -- keep for your own records.

Attachments are uploaded separately where indicated.

LOI Application Final_ Olean Academy

Filename: LOI Application Final Olean Academy.pdf **Size:** 123.9 kB

Table 2: Public Outreach Information

Completed Jun 3 2022

Instructions

Please click here Table 2: Public Outreach to download a blank MS Word version of Table 2. Complete and upload as a .PDF document when complete.

Outreach

Filename: Outreach.docx.pdf **Size:** 130.5 kB

Attachment 2a: Initial Samples of Public Outreach

Completed Jun 3 2022

Instructions

Provide **ONE** sample of evidence from **each** of the following categories that supports the applicant group's outreach attempts:

1. The group has informed the community about the proposed charter school, including the intended location, the target student population, the grades to be served, and a description of the educational program(s) to be offered;

2. Stakeholders in the community were given the opportunity to provide input into the design of the proposed charter school; and

3. At least one public meeting with stakeholders in the community in the school district in which the proposed charter school is to be located. Reasonable public notice should be provided to community stakeholders.

Samples of evidence may include but are not limited to: a public meeting flyer with sign-in sheet and signatures; minutes of discussions with community parents, stakeholders or organizations and feedback obtained; public awareness campaign materials (emails, social media postings, media, etc.) with documented results; and/or surveys distributed with statistical analysis. For a more complete list of sample evidence, refer to the Public Outreach section of the Full Application. **Please DO NOT submit any signed petitions; keep all petitions for your own records.**

Please be aware that the Board of Regents will not consider an application if the applicant group does not sufficiently demonstrate that the extensive public outreach process described above has been conducted. Since public outreach activities are expected to be ongoing throughout the application review process, additional information about public outreach activities is expected in the Full Application and at the capacity interview with additional input provided throughout the NYSED public comment period.

Sample 2

Filename: Sample 2.pdf **Size:** 367.3 kB

Sample1

Filename: Sample1.pdf **Size:** 544.8 kB

Sample 3

Filename: Sample 3.pdf **Size:** 622.7 kB

Table 1: Applicant Group Information

Completed Jun 2 2022

Applicant Instructions

Ia. Applicant Group Members: Using **Table 1**, provide the name, contact information, current employment, the current or prospective role, and the relevant experience, skills, and/or qualifications in the proposed school for all members of the applicant group, which includes the initial proposed board of trustees and any known proposed school employees. Table 1 is a fillable table within the portal.

Table 1: Applicant Group Information

Must include a minimum of 5 members proposed as Trustees

Ia. Applicant Group Information

The term “applicant group” includes those actively participating in the planning of the application to establish the proposed charter school; those individuals who will comprise the initial board of trustees; and those individuals (if any) who will become school employees. (Employees cannot are not permitted to serve on the Board of Trustees of Regents-authorized charter schools, including as ex-officio members).

	Name/Phone/Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)
1	Joseph Franzen [redacted]	Cuba Rushford School District	16+ years as an educator from K-Undergraduate in the fields of social studies, environmental science, outdoor education, diversity literacy Author of Say Yes to Pears: Food Literacy in and beyond the English Classroom	trustee	Proposed Board Chair, President
2	Shannon McIntyre [redacted]	Focus Online LLC	20+ years as an educator (K-8) ranging in experience from teacher to Founding Headmistress	trustee	Officer, Secretary
			7 years of education		

3	Evelyn Cruz	Spanish Teacher	(PreK-12): ELL Support, Spanish Language and Support Program Development	trustee	Trustee, Outreach Committee Chair
4	Brian Stuhlmiller	Cuba Rushford School District	5 years of classroom education in Earth Science 6 - 12. Environmental Education and Place Based Science Education.	trustee	Officer, Vice President
5	Dave McIntyre	Business Development Manager	Board experience including adjusting and developing bylaws and developing and managing a budget	none	Treasurer, Finance Committee Chair
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Ib. Public Contact

This information is captured in the Basic Letter of Intent Form to include the phone number and/or email address to which public inquiries about the proposed charter school may be addressed. This contact information will be public and available on the NYSED CSO website.

Ic. Application History

Identify whether any member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this LOI and application (if applicable)

No member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school either in New York state or outside of New York State

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Thank you!

Application History

Identify whether any member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

No Identify member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State.

Attachment 5a for each Applicant Group Member

Completed Jun 2 2022

INSTRUCTIONS

See Attachment 5a-Trustee Background Info Sheet

Please submit one combined .PDF file containing the documentation (Attachment 5a) for all members of the Applicant Group - five of which must must identified as proposed members of the initial board of trustees. If this is what you choose to do, follow these steps:

STEP 1: Collect, save and combine the required documentation for each member into a single .PDF file.

STEP 2: Upload the single combined .PDF file into the portal.

Alternatively, an applicant group may submit an individual Attachment 5a file for **each** member of the Applicant Group - five of which must must identified as proposed members of the initial board of trustees. To upload a file for **each** applicant group, follow these steps:

STEP 1: Create folders on your hard drive for each member of the Applicant Group listed on Table 1. (i.e., Vickie_Smith, Marcia_Jones, Artemio_Rodriguez, etc.)
STEP 2: Upload a single .PDF file for the the first member, then the second member, then the third, and so on. Repeat this step as many times as

needed, not to exceed 25 individual files.

For each member, please submit the following documentation:

a. Submit an Applicant and Proposed School Trustee Background Information Sheet which incorporates the Signed Statement of Intent and Signed Statement of Assurance.
b. A Resumé or Curriculum Vitae
c. A Copy of Diploma or Transcript from Highest Degree Granting Institution. If an individual cannot provide such documentation, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

Note: Individuals are not required to have any of the education credentials to serve on a charter school's Board of Trustees. To the extent available, such documentation is used for identity verification.

Shannon_McIntyre

Filename: Shannon McIntyre.pdf **Size:** 615.9 kB

Dave_McIntyre

Filename: Dave McIntyre.pdf **Size:** 673.9 kB

Evelyn_Cruz

Filename: Evelyn Cruz.pdf **Size:** 5.5 MB

Joseph_Franzen

Filename: Joseph Franzen.pdf **Size:** 1.6 MB

Brian_Stuhlmiller

Filename: Brian Stuhlmiller.pdf **Size:** 684.5 kB

Full Application Cover Page

Completed Aug 28 2022

Applicant Instructions
Complete the Full Application Cover Page as a form within the portal
(See http://www.p12.nysed.gov/psc/startcharter/2021/2021CSRFPStandard3.pdf)

FULL APPLICATION COVER PAGE

1.My applicant group is best described as: 1) *a new operator* applying to establish a new charter school or 2) *an existing BOR-authorized education corporation/management company seeking to replicate or add to a network* of existing charter schools?

New Operator Applying to Establish a New Charter School

1a. If applicable, what is the name of the proposed management company or network that the proposed school seeks to contract with?

n/a

2. If applicable, what is (are) the name(s) of the proposed Partner Organization(s)?

n/a

3. Proposed Board Chair and Public Contact information

	Proposed Board Chair Name	Email Address	Phone Number
	Joseph Franzen	[redacted]	[redacted]

	Public Contact Name	Email Address	Phone Number
	Shannon McIntyre	[redacted]	[redacted]

4. District/Community School District of Location

	Proposed District of Location	
	Olean CSD	If other, please specify here

5. Charter schools authorized by the Board of Regents in June or November 2021 should plan to open for instruction in 2022. If issued a charter, the initial 5 year charter term begins on the first day the school opens for instruction and ends on June 30, 2027 of the 5th year of operation.

Start date of initial term (1st day of school)

Sep 5 2023

End date of initial charter term

06/30/2027

6. Projected Enrollment Table Over the Charter Term

(Leave unused cells blank)

Grades	Ages	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
K	5-6	20	20	20	20	20
1st	6-7	20	20	20	20	20
2nd	7-8	20	20	20	20	20
3rd	8-9	20	20	20	20	20
4th	9-10	20	20	20	20	20
5th	10-11	15	20	20	20	20
6th	11-12	15	15	20	20	20
7th	12-13	15	15	15	20	20
8th	13-14	15	15	15	15	20
9th	14-15		15	15	15	15
10th	15-16		15	15	15	15
11th	16-17			15	15	15
12th	17-18				15	15
Ungraded	0	0	0	0	0	0
Total		160.0	195.0	215.0	235.0	

7. Mission Statement

A school’s mission statement provides the foundation for the entire charter application and for the full term of the school’s charter. All elements of the school design should align with and support achievement of the proposed mission. Schools must also determine how they will evaluate and be held accountable for achievement of their mission. Schools must present the goals they intend to use to measure student achievement, the overall educational program, and the key components of the school design in alignment with the mission.

Olean Academy Charter School’s mission is to ensure all students identify and expand their natural gifts and talents, as well as demonstrate academic proficiency. This is accomplished by providing an engaging, challenging, value-based education grounded in Science, Technology, Engineering, and Math.

Priority School Designs Aligned with Regents Strategic Priorities

Responses Selected:

Career and technical education (CTE) models that have sought or will seek NYSED CTE program approval;

Key Design Elements (Please provide a brief descriptive name or phrase for each key design element - sufficient for the reviewer to have a clear understanding. Fuller descriptions should be presented in the narrative).

1	Olean Academy Charter School will offer a STEM Focus across the curriculum: : Olean Academy will provide an engaging, challenging, value-based education grounded in Science, Technology, Engineering, and Math.
2	Olean Academy Charter School will offer a value-based education: We will offer a positive, safe and healthy environment where all members feel respected while supporting students in becoming life-long learners
3	Olean Academy Charter School will ensure student accountability: We pledge to offer a grounded, value-based environment where students are held accountable for their choices.
4	Olean Academy Charter School will ensure community involvement: We pledge to include families and community members in school choices whenever possible, to ensure student success at home, in school and in the community.
5	(No response)
6	(No response)
7	(No response)

THANK YOU!

Full Application Summary

Completed Aug 28 2022

Applicant Instructions

Upload Full Application Summary, which is intended to provide the public and media with a concise description of the proposed school. This section will not count against the Full Application page limits; however, please limit the Summary to two pages and ensure it is consistent with information

provided elsewhere in the Full Application.

OACS Summary Pages

Filename: OACS Summary Pages.pdf **Size:** 67.0 kB

Certification and Assurances Statement

Completed Aug 28 2022

Applicant Instructions

Click to open the **Certification and Assurances Statement**. Review the statement and have the proposed board chair sign (in blue or black ink). Scan and convert the signed statement into a PDF format before uploading it to the portal.

Assurance

Filename: Assurance.pdf **Size:** 600.6 kB

Table of Contents and Full Application Narrative

Completed Aug 29 2022

Applicant Instructions - 75 pages

Please create a Table of Contents (inclusive of the name and location of the attachments) and combine with the Full Application Narrative numbered from page 1 to page 80. Upload as a single .PDF document, not to exceed **75 pages**, with the Table of Contents.

Note: Embed the *Projected Enrollment Table*, *Enrollment and Retention Targets Table*, *Projected Fiscal Impact Table*, *Organizational Chart*, and *Table 3: Management and Staffing Chart* within the 80 page narrative as instructed in the RFP.

FinalApplication

Filename: FinalApplication..pdf **Size:** 1.0 MB

Attachment 1: Admissions Policies and Procedures

Completed Aug 28 2022

Applicant Instructions

Attachment 1: Admissions Policy and Procedures (Suggested 5 pages)

(Policy should state how any vacancies created during the school year will

be filled and any date by which the school will no longer fill such vacancies).

Attachment 1_

Filename: Attachment 1 .pdf **Size:** 97.0 kB

Table 2: Public Outreach Information

Completed Aug 29 2022

Applicant Instructions
Attachment Table 2: Public Outreach Information (Suggested 15 pages)
Update and submit Table 2: Public Outreach Information to describe the public outreach conducted to date.

Table 2 23 pages

Filename: Table 2 23 pages.pdf **Size:** 130.1 kB

Attachment 2b: Evidence of Public Review Process

Completed Aug 28 2022

Applicant Instructions **(multiple uploads and variety of file formats permitted)**
Attachment 2b: Evidence of Public Review Process. This attachment should provide a sampling of documentary evidence related to the public review process. Attachments should be limited to documents that provide meaningful and relevant information about the community outreach and public input. Please do not submit photocopied form letters of support or petitions containing signatures and addresses. Include any evidence that the school informed the community about the proposed charter school and invited comments and input, and provide evidence that comments/input were addressed. Examples of evidence may include, but are not limited to:

- Attendance lists from meetings and events;
- Public meeting flyer with sign-in sheet and signatures; (No petitions)
- Minutes or summaries of public meetings and meetings with stakeholders (school boards, school district administrators, elected officials, community leaders, parent organizations, etc.);
- Surveys distributed and resulting statistical analysis;
- Public awareness campaigns (emails, social media postings, media, etc.) with documented results;

- Responses sent to members of the public who submitted comments/input concerning the proposed charter school;
- Copies of received letters or emails;
- Invitations sent for meetings and events; and
- Media announcements or articles.

Attachment

Filename: Attachment.2b.pdf **Size:** 1.7 MB

Attachment 2c: Evidence of Community Support

Completed Aug 29 2022

Applicant Instructions

If applicable, upload Attachment 2c: Evidence of Community Support; Provide letters of support or other evidence of community support for the proposed school. Support must reflect the specific proposed school and should not be merely support for charter schools or education reform in general.

Attachment 2c

Filename: Attachment 2c..pdf **Size:** 6.5 MB

Attachment 2d: Evidence of District Support for Restart/Turnaround

Incomplete

Applicant Instructions

If applicable, upload Optional Attachment 2d: Evidence of District Support for Restart/Turnaround; Proposed charter schools that are intended to operate as a restart or turnaround school or to provide an option for students who are at risk of academic failure because they reside in a community served by a school that is persistently low-achieving must provide a Letter of Support from the school district.

Attachment 3: Course Descriptions

Completed Aug 28 2022

Applicant Instructions **(multiple uploads in variety of formats permitted)**

Required Attachment 3: Course Descriptions; Provide brief course descriptions for each subject at each grade level the school would serve within the initial charter term, including both core and non-core subject areas. These should include an overview of content and skills addressed by each course and any known curriculum programs or materials planned for the course. For high school proposals, provide an outline of course sequences leading to graduation.

Attachment 3

Filename: Attachment 3.pdf **Size:** 761.0 kB

Attachment 3a: Student and Teacher “Day in the Life”

Completed Aug 28 2022

Applicant Instructions
Required Attachment 3a: Student and Teacher “Day in the Life”; Provide a brief narrative no more than **4 pages** total describing a typical student and teacher day.

Attachment 3a

Filename: Attachment 3a..pdf **Size:** 68.5 kB

Attachment 3b: Optional Curricular Materials

Completed Aug 28 2022
Applicant Instructions
Optional Attachment 3b: Curricular Documentation: Applicants have the option to submit up to **10 pages of curricular documentation** for consideration. All supplemental material must relate directly to the Curriculum response and be labeled as Attachment 3b in the appendix. Such material can include, for example, framework or scope and sequence documents, unit or lesson plan templates, pacing calendars, or other means of cross-walking various curricula that may be essential to reviewers’ understanding of the proposed school model.

Attachment 3b

Filename: Attachment 3b.pdf **Size:** 127.5 kB

Attachment 3c: Exit Standards

Completed Aug 28 2022

Applicant Instructions
Attachment 3c: Exit Standards; Provide sample exit standards for English language arts, mathematics, and one other subject area for each level (i.e., elementary, middle, high) that the school intends to operate.

Attachment 3c

Filename: Attachment 3c.pdf **Size:** 58.9 kB

Attachment 4: Student Discipline Policy

Completed Aug 28 2022

Applicant Instructions
Attachment 4: Student Discipline Policy; Provide a student discipline policy that includes rules and procedures by which students may be disciplined up to and including expulsion or suspension from the school, which are consistent with (a) the requirements of due process and with

federal laws and regulations governing the placement of students with disabilities, and (b) the requirements of the Dignity for All Students Act (Education Law Article 2) relating to the creation of policies intended to create a school environment that is free from discrimination or harassment.

Attachment 4

Filename: Attachment 4..pdf **Size:** 95.1 kB

Attachment 4a: Sample Weekly Student Schedule

Completed Aug 28 2022

Applicant Instructions **(multiple uploads permitted)**
Attachment 4a: Sample Weekly Student Schedule; Provide a sample weekly student schedule for at least one grade that is representative of each level the school intends to operate (elementary, middle, and/or high school). If scheduling structures are unique to each grade, please provide a sample schedule for each grade.

Attachment 4a

Filename: Attachment 4a..pdf **Size:** 170.6 kB

Attachment 4b: Sample Weekly Teacher Schedule

Completed Aug 28 2022

Applicant Instructions **(multiple uploads permitted)**
Attachment 4b: Sample Weekly Teacher Schedule; Provide a sample weekly teacher schedule for at least one grade that is representative of each level the school intends to operate. If scheduling structures are unique to each grade, please provide a sample schedule for each grade.

Attachment 4b

Filename: Attachment 4b..pdf **Size:** 50.5 kB

Attachment 4c: Proposed First Year School Calendar

Completed Aug 28 2022

Applicant Instructions
Attachment 4c: Proposed First Year Calendar - Provide a copy of the proposed school calendar for year one of the school's operations that clearly demonstrates:

- Days that school is in session;
- Holidays, days off, and half days;
- Professional development days;
- Summer programming and/or instruction;
- First and last days of class; and
- Organization of the school year (quarters, semesters, trimesters) including the beginning and ending for each segment.

Attachment 4c

Filename: Attachment 4c..pdf **Size:** 66.3 kB

Table 1 : Applicant Group Information

Completed Aug 28 2022

Applicant Instructions

Table 1: Applicant Group Information; If any Board of Trustee members have been added or removed or will now hold a officer position between the Letter of Intent and Application phases, please update Table 1 within the portal to reflect these changes.

Table 1: Applicant Group Additions and Deletions

Have you made any changes (additions or deletions) to the applicant group after the submission of the LOI?

Yes

Changes to Applicant Group Information

	Name/Phone /Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)	Change (Add or Remove?)
			Higher			

1	Jason Eastman [redacted]	Professor, Coastal Carolina Universit	education experience, support with curriculum development, educational expectations in NYS and community connections	None	Trustee	Added
2	Penny Dowell [redacted]	Director of Finance	Paralegal, office administration, accounting, and finance support	Possible Director of Finance	Trustee	Added
3						
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New Applicant Group Member History

Has the newly added member(s) of the current applicant group ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

No, neither member has ever applied to this or another charter entity to open this proposed school or another charter school either in NYS or outside of NYS.

Attachment 5a: Upload required documents for each proposed BOT member.

Completed Aug 28 2022

Applicant Instructions

Attachment 5a: For each new member or proposed trustee(s) of the applicant group, please submit the following:

- New Applicant and Prospective School Trustee Background Information Form
- Resume or Curriculum Vitae
- Education Credentials

Jason T Eastman CV

Filename: Jason T Eastman CV.pdf **Size:** 204.6 kB

Jason_Eastman_Board_Application

Filename: Jason Eastman Board Application.pdf **Size:** 134.0 kB

Jason_Eastman_Transcript

Filename: Jason Eastman Transcript.pdf **Size:** 37.7 kB

Penny-Dowell-CV

Filename: Penny Dowell CV.pdf **Size:** 68.9 kB

Penny Transcript

Filename: Penny Transcript.pdf **Size:** 87.5 kB

Penny Dowell Norris Boardsheet

Filename: Penny Dowell Norris Boardsheet.pdf **Size:** 3.1 MB

Attachment 5b: By-Laws

Completed Aug 28 2022

Applicant Instructions

Attachment 5b: By-Laws must meet the requirements of Education Law and all applicable laws and regulations governing education corporations in New York State. Submit a draft of proposed by-laws for the board of trustees.

Attachment 5b

Filename: Attachment 5b..pdf **Size:** 115.0 kB

Attachment 5c: Code of Ethics

Completed Aug 28 2022

Application Instructions

Attachment 5c: Code of Ethics must set forth the standards of conduct expected of the school's trustees, officers and employees, including standards with respect to disclosure of conflicts of interest regarding any matter brought before the board of trustees. Submit a draft of a proposed Code of Ethics for the charter school.

Attachment 5c

Filename: Attachment 5c..pdf **Size:** 43.3 kB

Attachment 6a (Standard RFP): If applicable, CMO Information.

Incomplete

Applicant Instructions

If applicable, Attachment 6a: CMO information; If a management organization has been identified, provide the following:

- A list of any other schools managed by the organization in New York and in other states, including contact information;
- Academic performance data from all schools managed by the organization for the past three years;
- A summary of the organization's fiscal performance for the past three years and a description of the organization's current financial plan;
- A description of services to be provided by the organization; and

- A description of the management structure and a summary of key personnel at the organization.

Attachment 6b (Standard RFP): If applicable: Proposed Management Contract.

Incomplete

Applicant Instructions:

Attachment 6b: Proposed Management Contract; If applicable, submit a copy of the management contract or term sheet.

Attachment 6c (Standard RFP): If applicable, Appendix E Business Plan.

Incomplete

Applicant Instructions

Attachment 6c (2018 RFP Standard Version**) Management Organization Business Plan**; If applicable, submit a business plan for the management organization using the format outlined in Appendix E of the 2018 RFP.

Attachment 6a: (Replicator RFP) Appendix E: Management Organization Business Plan

Incomplete

Applicant Instructions

Submit Attachment 6a: Management Organization Business Plan using the prompts in Appendix E.

Attachment 6b: (Replicator RFP) Appendix E: Business Plan Attachments A through M

Incomplete

Applicant Instructions:

Submit Attachment 6b: Business Plan Attachments using Attachments A through M in Appendix E.

Attachment 7: If applicable: Partnership Information

Incomplete

Applicant Instructions

Attachment 7: Partnership Information; If applicable, submit a Letter of intent/ commitment or an agreement/contract from a bona fide representative of each partner organization indicating that the organization is undertaking the affiliation and the terms and extent of the undertaking, including evidence that the organization has legal standing to do business in New York and has tax-exempt status under Internal Revenue Code section 501(c)(3).

Attachment 8a: Hiring and Personnel Policies and Procedures

Completed Aug 28 2022

Applicant Instructions

Attachment 8a: Hiring and Personnel Policies and Procedures. Present a hiring plan and complete the proposed staffing chart. The hiring plan, which should include:

- Job descriptions, including qualifications and responsibilities, used in the hiring of school administrators, teachers and other school employees.
- Hiring processes for administrators, teachers and other staff members.
- Evaluation processes for administrators, teachers and other staff members.
- Complaint process for staff.

Attachment 8a

Filename: Attachment 8a.pdf **Size:** 532.0 kB

Attachment 8b: Resume for Proposed School Leader, if identified

Incomplete

Applicant Instructions

Attachment 8b: Resume for Proposed School Leader if one has been identified.

Attachment 9: Budget and Cash Flow Template

Completed Aug 28 2022

Applicant Instructions

Complete the required Attachment 9 Budget and Cash Flow Template (MS Excel) Template. All budget lines in the budget template are required to include assumptions. **Please do not modify the template--maintain it as an Excel spreadsheet and upload.**

OACS Budget

Filename: OACS Budget.xlsx **Size:** 146.3 kB

Attachment 10: Evidence of Financial Support

Incomplete

Applicant Instructions

Optional Attachment 10: Evidence of Financial Support; If the proposed budget relies on contributions, provide evidence of commitment for those contributions.

Attachment 11: Pre-Opening Plan

Completed Aug 28 2022

Applicant Instructions

Attachment 11: Pre-Opening Plan; Provide a Pre-Opening Plan with a timeline that documents the start and end dates of key tasks to be completed between approval of the application and the opening of the school and the person(s) responsible for each task.

Attachment 11

Filename: Attachment 11.pdf **Size:** 138.1 kB

Attachment 12: Dissolution Plan

Completed Aug 28 2022

Applicant Instructions

Attachment 12: Dissolution Plan; Present a Dissolution Plan that describes the procedures to be followed in the event of closure or dissolution of the school.

Attachment 12

Filename: Attachment 12.pdf **Size:** 58.8 kB

Attachment 13: Plan to Address English Language Learners

(ELLs)

Completed Aug 28 2022

Applicant Instructions:

Please provide more specific information including the school's vision of support and instruction forEnglish Language Learners/Multilingual Learners by responding to questions in Attachment 13 on page 78.

Attachment 13

Filename: Attachment 13.pdf **Size:** 96.6 kB

Attachment 14: If applicable, Memorandum of understanding

Incomplete

If applicable: Memorandum of understanding for applicant groups forming partnerships with existing community-based organizations and/or institutions of higher education.

No page limit, excluded from total attachment page limit

I. Applicant Group Information

a. **Applicant Group:** Please see Table 1 and Attachment 5a.

b. **Public Contact:** Shannon McIntyre

c. **Application History:** No members of the applicant group have been involved in any other charter application.

II. Proposed Charter School Information

a. Proposed school name: Olean Academy Charter School

b. Proposed school mission statement: To ensure all students meet their academic abilities, Olean Academy will provide an engaging, challenging, value-based education grounded in Science, Technology, Engineering, and Math.

c. Proposed school location: Olean Academy Charter School ("Olean Academy") is exploring options of partnering with the local YMCA that has plans to open a school age after-school building in the Olean, New York area. The Volpe Foundation has offered to support identifying a building should the school wish to locate elsewhere.

d. Target population/community served: The current population of Olean city is 13,500.[1] Elementary students earn 52% Math proficiency and 44% Reading proficiency and middle school earn 52% proficiency in Math and Reading. High school students obtain 78% Math proficiency and 80% Reading proficiency.[2] Of the high school students, approximately 25-30% will not graduate.[3] 53.6% of Olean, New York residents are noted as economically disadvantaged. [4] Cattaraugus County, where Olean New York is, is noted as the 3rd poorest county in New York State. [5] Neighboring school districts, all in we would also plan to accept students from also include Allegany-Limestone, Franklinville, Cuba, Bolivar-Richburg, Friendship, Hinsdale, Portville, Genesee Valley and Salamanca. A

e. Priority School Design: CTE Pathway: Agriculture

f. Planned Enrollment We will enroll 145 students in our initial year. Our goal is to open the high school in Year 2 increasing the total student population to 225. Classes will have 20 students maximum.

Grade	Ages	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
K	5-6	20	20	20	20	20
1	6-7	20	20	20	20	20
2	7-8	15	20	20	20	20
3	8-9	15	15	20	20	20
4	9-10	15	15	15	20	20
5	10-11	15	15	15	15	20
6	11-12	15	15	15	15	15

[1] https://datacommons.org/place/geoId/3654716?utm_medium=explore&mprop=count&popt=Person&hl=en

[2] https://www.usnews.com/education/k12/new-york/districts/olean-city-school-district-107096#:~:text=Olean%20City%20School%20District%20contains,district's%20minority%20enrollment%20is%2020%25,%20, https://data.nysed.gov/assessment38.php?subject=Reading&year=2021&instid=800000054734,%20, https://data.nysed.gov/assessment38.php?subject=Mathematics&year=2021&instid=800000054734

[3] https://data.nysed.gov/profile.php?instid=800000054734

[4] https://www.usnews.com/education/k12/new-york/districts/olean-city-school-district-107096#:~:ntext=Olean%20City%20School%20Distric t%20contains,district's%20minority%20enrollment%20is%2020%25

[5] https://www.census.gov/quickfacts/cattarauguscountynewyork

Grade	Ages	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
7	12-13	15	15	15	15	15
8	13-14	15	15	15	15	15
9	14-15		15	15	15	15
10	15-16		15	15	15	15
11	16-17			15	15	15
12	17-18				15	15
Totals		**145**	**180**	**200**	**220**	**225**

g. Projected management and partner organizations: Olean Academy will not be affiliated with any management organization. We will be partnered with Canticle Farms for the execution of the place-based and project-based curriculum components, the scheduled 8th grade internship, as well as high school CTE Pathway component. We will be partnering with Boundless Connections, a minority and woman-owned educational technology company in Olean New York, to support integrating technology into the curriculum between Kindergarten and Grade 8. They will also facilitate a computer science elective for students in Grades 9-12.

Olean Academy will work to partner with Jamestown Community College, Erie Community College, or St Bonaventure University to meet the postsecondary credit requirement for the CTE Pathway. Additionally, JCC has discussed the use of their STEM related engineering facilities to our potential high school students. We are planning to offer JCC College Connections courses (Sociology and English Composition) to support students with entering into higher education with less expense. The program allows students to earn concurrent high school and college credit by completing JCC courses taught in the high schools by JCC-trained teachers.[6]

Additionally, the Volpe Foundation is eager to support community interest in Olean, New York and wishes to support in securing a building should the school move forward. Though there will not be a noted partnership, the foundation will offer accounting services and support with business set-up.

h. Replication: Olean Academy is not seeking to replicate an existing school model.

i. School Overview and Key Elements

- **STEM Focus across the curriculum:** Olean Academy will provide an engaging, challenging, value-based education grounded in Science, Technology, Engineering, and Math. S.T.E.M. is an acronym for Science, Technology, Engineering and Mathematics. STEM schools focus on these subjects to help our nation's youth gain the skills required to succeed in today's challenging world. This includes the ability to think critically, solve complex problems, and drive advancements in science and technology. STEM includes the following areas of study: Natural, Physical, and Live Sciences, Computers, Electronics, and all types of Mathematics.[7] To ensure that Olean Academy's curriculum is grounded in STEM Principles, we have sought affiliations with Canticle Farms, Siemens, Boundless Connections, and Jamestown Community College. K-8 highlights include project-based, community STEM education projects. The purpose is to engage the students in the prospect of using STEM throughout their lives.
- **Value-Based Education:** We will offer a positive, safe and healthy environment where all

[6] https://www.sunyjcc.edu/programs/college-connections#:~:text=About%20College%20Connections&text=College%20Connections%20is%20a%20collaboration,JCC%2Dtrained%20and%20supported%20teachers.

[7] https://nap.nationalacademies.org/read/18612/chapter/3#14

members feel respected while supporting students in becoming life-long learners. Our values include the concept that "**We CARE!".** We participate in **Community** service and community involvement. We demonstrate **Accountability** for one's actions. We maintain **Respect** for community and self. We show **Empathy** towards others, including personal and global issues. We have integrated specific reflective questions that cultivate an understanding of our values during an outlined class-specific Morning Meeting. Our goal is to systematically pre-set students, including those who may require additional support without drawing unnecessary attention. We are exploring the use of Responsive Classroom Guiding Principles and Fly FIve to ensure that students' emotional needs are met.[8] Additionally, we have partnered with the African American Cultural Center for quarterly activities so that, even though the minority population is 7% in Olean, New York, students are exposed to diversity through historically accurate context so as to have an accurate understanding of their community. [9]

- **Student Accountability:** We pledge to offer a grounded, value-based environment where students are held accountable for their choices. Students will be systematically exposed to reflective and open-ended questions that support students in effectively receiving guidance with behavior and academics whether using Responsive Classroom practices or solely through the use of a morning and afternoon group meeting.[10] We believe it is our responsibility as educators to ensure that every student receives the best possible quality education that includes individualized components and open communication among all school members including the adults. By increasing effective communication among the adults who interact with a student, we believe that the student will be more successful in school.[11] We intend to support teachers and parents with ensuring student accountability by using a school-developed system called "Students Are Number One" (SANO). Within this program will lie a student mentoring through Bonna-Buddies from St. Bonaventure University.
- **Community Involvement:** We pledge to include families and community members in school choices whenever possible, to ensure student success at home, in school and in the community. **Community Service:** As the curriculum incorporates community partnerships that include volunteering opportunities, students will participate in community service periodically throughout their time at Olean Academy. Grades 2 and 4 integrate specific projects dedicated to community service. During Grades 5-8, students will participate in quarterly career exposure days (totaling visits to 16 businesses by the end of Grade 8) where students will reflect and present their experiences. All grades will participate in classroom community service supports including, but not limited to: letter writing to the elderly, food-collection, and donation collection for a class-selected cause. Students in Grades 9-12 will be required to complete a minimum of 15 hours of community service each year.

Internship Opportunities: Starting in Kindergarten, students will be exposed to speakers from local businesses that hold direct links into the curriculum. Specifically in high school, students will participate in an internship opportunity for at least one semester. Students will participate in an evaluation process where they are able to set goals and demonstrate how they clearly meet those goals through a mutual review process.

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[8] https://www.responsiveclassroom.org/about/principles-practices/
[9] https://africanamericancenterforculturaldevelopment.org/olean/
[10] https://www.responsiveclassroom.org/stop-and-think-teaching-students-to-reflect/
[11] https://scholar.harvard.edu/files/mkraft/files/kraft_dougherty_teacher_communication_jree. pdf

Home-School Connection: Olean Academy intends to support parents through parent education opportunities, monthly meetings, monthly newsletters and by hiring a parent support person. These components dovetail with the Enrollment and Retention Strategies and will ensure that parents are afforded clear opportunities to participate in the school community and ensure their child's success.

III. Enrollment and Retention Strategies

a. Describe the school's strategies to recruit and enroll its students, specifically:

i. Our Mission: Our goal for recruitment is to solicit students and families who would benefit from an alternative, STEM-based approach to education. To meet our goal we will send targeted marketing materials to local businesses we have formed affiliations with and have received letters of support from. We will also hold consistent public meetings. During these meetings we will answer community questions, introduce community members eager to promote STEM, and introduce school stakeholders who are connected to STEM Education. We will use a consistent and predictable day and time each month to ensure that the community can comfortably plan. We will use the Olean Public Library as it is a central location. To meet our goal we will develop Facebook and Twitter handles that can be linked to our website. We will consistently post ensuring that we post regarding one school initiative and one research-based or motivational quote regularly. To meet our goal we will add a table to "Stroll Olean" and the local "Farmer's Market" where the bulk of the population spends time throughout the summer and the fall. Throughout our communication with the public we have identified three questions that are consistently asked. We have used these questions to dictate our marketing strategy online and also within our materials: 1. Will having this school hurt the public school financially and otherwise? **75% of the per/student allocation follows the student to the charter school, to ensure necessary programs. 25% remains with the public school. Charter schools work to Increase educational diversity as well as to increase relationships and population retention for the area.** 2. Charter schools have a history of separating the community, how can we be sure this school won't? **We are actively involving the community and community businesses, collaborating with teachers who exist in the public school system currently. Seeking support from Cuba and Olean for dovetailing our service projects.** 3. Statistics show that charter schools fail and do not service the students. **Through intention and transparent monitoring Olean Academy will work to identify if the facts that show charter schools failing are accurate for this community. We believe that, communally, we will find success. ii. SWDs:** Our goal for recruitment of all students, and especially SWDs, is to ensure that parents and community members feel there is a safe and open space to communicate with school employees. During our recruitment efforts and on developed and printed flyers from June onward, we will highlight our school-wide academic and behavior support program, opportunities for parents of SWD to ask specific questions, as well as parent education opportunities the school intends to have. We are exploring an affiliation with Fredonia to welcome Special Education student-teachers and employ those who are newly graduated to ensure that our special needs population is addressed with updated and applicable support. **iii. ELLs:** In Olean, New York less than 10% of the population is designated as speaking another language at home. Moreover, approximately 10 students enrolled in Olean Public Schools speak a language other than English.[12] One of our

[12] https://data.nysed.gov/ell.php?year=2020&instid=800000054734

active board members is of hispanic descent and has extensive experience working with ELL students and families. We seek to attract the small ELL population in Olean by consciously developing our marketing materials. From June onward, we will consciously use pictures and themes to support parents who do not speak English as a first language, while also incorporating Spanish translations will encourage ELL families to explore our school as an option for their children. **iv. EDs:** Our intention for the recruitment of staff is to ensure systems are in place that encourage qualified candidates who have a wide-range of career experiences. We intend to participate in the NYS Teachers Retirement System, create a governance structure that offers opportunities for internal advancement, provide teacher training opportunities, provide a clear onboarding program, as well as a clear mentoring program for all new staff. There are multiple educational institutions near Olean, New York. We intend to develop healthy relationships with St. Bonaventure, Fredonia, and also Jamestown Community College to afford us the connections necessary to obtain highly qualified educators and those who are qualified in their subject areas and wish to seek teacher certification in New York State.[13]

b. Describe the school's strategies to retain its students, specifically

i. Our Mission: Our goal for retention is to ensure our environment is a safe place to return yearly where students feel encouraged to reach outside their comfort-zone and demonstrate success. To create this environment we have identified four pillars that we must meet when working with parents: Communicate High Expectations, Monitor Performance, Support Learning at Home, and Guide Parents on Advocating for Their Child. We intend to ensure there is a designated Parent and Community Coordinator on staff who will work within the governance structure to support delivering information to parents and also support parents with home-school communication. We plan to have a parent manual that demonstrates clearly defined and predictable systems parents can use to support their child's learning while meeting our four pillars. We intend to have a monthly newsletter, and utilize specific ongoing assessment strategies to ensure that we are communicating concrete information regarding students' academic progress. We have partnered with the local YMCA and will be starting conversations with Southern Tier Healthcare Systems, Connecting Communities in Action and Mental Health Association Compeer so as to welcome experts in presenting to our parents. **ii. SWDs:** In addition to the goal of ensuring that our environment is a safe place to return to yearly, where students feel encouraged to reach outside their comfort-zone and demonstrate success, our specific goal for retention of SWDs is to use a system of consistent communication beyond IEP meetings. We will encourage collaborative planning between parents and teachers so all adults are able to support the success of a SWD.[14] Besides sending emails, we will encourage parents to call when concerns or questions arise in paperwork and posts sent to parents. Additionally, marketing and meetings will encourage and highlight community service engagements as a way to increase socialization, a concern for parents of SWDs. Additionally, we plan to include monthly webinars that highlight how parents can support academically and socially struggling SWDs. **iii. ELLs:** Our specific goal for retention of ELL students is to ensure that

[13] https://www.aspeninstitute.org/wp-content/uploads/files/content/docs/ED_Case_Study_Strategic_Staffing.pdf?_ga=2.80101779.548210681.1549490969-1931112361.1549490969, https://www.americanprogress.org/article/to-attract-great-teachers-school-districts-must-improve-their-human-capital-systems/

[14] https://www.frontiersin.org/articles/10.3389/feduc.2021.652355/full

culture and diversity are welcome and appropriately celebrated. To ensure this goal is met, we intend to use thoughtful marketing that includes languages other than English, specifically Spanish. We intend to have biyearly cultural days that encourage families to share their language and their culture. **iv. EDs.:** To retain educators, Olean Academy intends to ensure that staff feels part of a school community as well as supported. We intend to have monthly questionnaires teachers can complete anonymously to contribute to positive change within the school. Additionally, we plan to have increased opportunities for collaboration by ensuring that the school's schedule incorporates collaborative planning time. We intend to have a fair leave policy and actively create systems for substitutions that ensure we have sufficient staff to cover classes when necessary. As a founding board, we plan to be transparent about the expectation and level of stress for the opening of a charter school, as well as the monitoring procedures that must take place. That being noted, we will use foresight to ensure that staff is prepared and willing to help support the growth of effective systems.[15]

c. Describe the existing school's/schools' success in meeting enrollment and retention targets, and/or actions taken towards meeting targets. Currently we have developed the necessary plan to ensure the above is executed for the month of June. We have altered our flyer to announce the public forum in a way that addresses the above ELL market, and will continue to execute changes including Spanish translation additions to the website, as well as highlights for Art, Music, and Special Education.

IV. Public Outreach and Community Support

a. Please note our public outreach on Table 2

b. Describe your initial assessment: As a team, we feel very positive about the feedback we have received so far. We were eager to ensure our efforts reached high, middle, and low income individuals. We also were eager to present the concept of STEM in a way that was easy to understand for non-educators. The initial door-knocking campaign was on April 23 and garnered 20 signatures. We continued to distribute flyers and have, to date, placed 150 in neighborhood mailboxes targeted areas in the community deemed "high risk", as well as throughout the general community. Afterwards, we decided to include an online sign-up form as we determined that would be more accessible to members of the community. Additionally, we have actively worked to speak to full boards around the area and answer questions through individual outreach opportunities. We have acquired 93 signatures (online and in person) to date. Of those 93, approximately 70% are parents with at least one child in school and 20% may or may not have children in schools within the surrounding community. Additionally, we also have 14 letters of affiliation and/or support letters. From our website, we have 219 new hits on our website to date. We believe that, by continuing to reach out to local community boards, following up with specialists (Museums, Olean TriCity Art Council) and expanding our reach to include those throughout Cattaraugus County, we will likely triple that number throughout the summer months where we plan to attend public events with the number of attendees typically being in the hundreds

[15] https://www.recruiting.com/blog/the-best-strategies-for-increasing-teacher-retention-rates/) (https://wasa-oly.org/WASA/images/WASA/6.0%20Resources/Hanover/4%20STRATEGIES%20TO%20INCREASE%20TEACHER%20RETENTION.pdf

Table 2: Public Outreach Information

Table 2 is not counted toward the page limits

Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
4/7/2022	Community Stakeholder Meeting: Manager of Union Tea	Visit and communication to solicit partnership, feedback, and community support	Union Tea: 301 N Union St, Olean, NY 14760	Possible affiliation for internship, student visit. Owner expressed problems with Olean Public Schools	In agreement, email requested with form letters, but decided to wait until after LOI approval to write letter of support.	3: Shannon McIntyre, Evelyn Cruz, Union Tea Manager
4/8/2022	Stakeholder Meeting: Vince Volpe	Request for affiliation and support for setup including business analysis and financial planning	Zoom	Discussion about K-8 and 9-12 STEM needs	Agreement to support moving forward after initial conversations with key community members who are connected to education in the community	2: Shannon McIntyre, Vince Volpe
4/12/22	Stakeholder Meeting: Business Planning (Financial planning)	Outline the general business plan and financials to work towards securing an affiliation	Zoom	Requirements listed for affiliation with Volpe Foundation including projected budget	Affiliation finalized, letters received	3: Shannon McIntyre, Philippe Dieffenthaler, Vince Volpe
4/16/22	Community Stakeholder Meeting: Dan DeCerbo (The Old Library)	General request for support through internship and community support	Old Library: 116 S Union St, Olean, NY 14760	Dissatisfied with Olean Public Schools and bullying that occurs in the community.	Value-Based plan will support addressing this concern. We will continue to develop the school-wide system of reporting and addressing bullying to ensure this area is addressed properly. In agreement, email requested with form letters, hesitant to put name in writing, but would welcome affiliation in the future	3: Dn Decerbo, Shannon McIntyre, Evelyn Cruz

Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
4/17/22, 5/18/22 5/25/22	Community Stakeholder Meeting Jim Eckstrom (Olean Times Herald)	Request for support through internships and general speaking to students regarding written and spoken word, as well as the effects of the written and spoken word (bullying)	Phone, 113 N Union St, Olean, NY 14760	Request for redesign of proposal to use less "reporter" time, possibly more teacher-directed, will follow up in July	Reduce program to include 4 major talks, possibly via zoom, and one possible field trip for Grade 2	3: Jim Eckstrom, Kellen Quigly, Shannon McIntyre
4/20/22, 5/2/22, 5/3/22, 5/10/22, 5/11/22	Community Stakeholder Meeting: John Stahley (Siemens)	Initial concept and curriculum proposed, request for community support, request for introductory video for website, Siemens proposal for community forum at the company	Siemens Building: 500 Paul Clark Dr, Olean, NY 14760, phone, email	Belief in STEM principles and the development of a school that offers students an alternative education.	letter of affiliation received, community stakeholder meeting scheduled for 5/25	2: John Stahley, Shannon McIntyre
4/21/22, 4/29/22, 5/9/22, 5/18/22	Stakeholder Meeting: Aimee Sipere (Parent Education Center)	Seek advice on community outreach, partner organizations, and supports available within the Olean area	phone, email	Parent education support planning, set up, recommendations for further affiliations and introduction of plan components that would be successful	letter of support received, and a plan is in place to contact and develop relationships with the list of organizations given.	2: Aimee Sipere, Shannon McIntyre
4/22/22	Government Stakeholder Request: Tom Reed (Senator)	Request for review of program and for a letter of support for the school	email	After reviewing school components, Senator Tom Reed stated he would fully support the school, especially in the Olean area	letter of support received	2: Shannon McIntyre, Evelyn Cruz

Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
4/23/22	Community Stakeholders	Outreach: Door knocking, Park	community	Individuals expressed excitement about the prospect of a charter school, two individuals were hesitant, one was against due to personal reasons and beliefs, those who did not sign were eager to take the flyer information.	20 signatures, passed out 150 flyers with website/email	2: Shannon McIntyre, Evelyn Cruz
4/30/22	Community Stakeholder Conversation: Union Tea Manager	follow up conversation about potential of using Union Tea for community forums.	301 N Union St, Olean, NY 14760	Still hesitant to affiliate or show support	Would not express needs directly so we were unable to assess what the next steps would be.	3: Shannon McIntyre, Evelyn Cruz, Store Manager
5/1/22, 5/11/22, 5/26/22	Parent Communication	Answering questions with demonstration of support	email, phone	Parent (2 kids) and is adamant about maintaining 4th grade stay with elementary school.	We have the plan to make our middle years/intermediate program 5-8 currently	2: Emilee Close
5/2/22	Parent Communication	Answering questions with demonstration of support	Phone	Parent (2 kids) and special education teacher and eager to support the school based on curriculum, value-based environment and outreach.	will likely attend on 5/21 and will promote the school within social circles	2:Shauna Keesler

Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
5/2/22, 5/18/22, 5/23/22	Stakeholder Meeting: Canticle Farm	General request for support through Grade 8 internship and High school internships	Phone	Desire for affiliation that would be beneficial to the farm, but also to students seeking STEM track/CTE Agriculture. Request to help develop the program in more depth	affiliation letter received, planning is ongoing via phone	2: Joe Franzen, Mark Printz
5/9	Community Stakeholder Meeting: CTE Coordinator NYS (Cuba High School)	Questions about requirements for CTE pathway, questions regarding outreach	in-person	Information and deadlines addressed, along with minimum requirements and necessary affiliation with a college or university	Focus placed on agriculture and preparation beginning for October deadline for CTE Pathway approval. Outreach to JCC, ECC and St Bonaventure to start	2 Joe Franzen, Laura Saucedo
5/9/22, 5/24/22	Stakeholder Meeting: Brittany (Neighborhood School of Dance)	Possible affiliation for internship, student visit, dance class for selected students	phone, email	Proposal to come by 6/9 and will include options including grade-level classes, blended classes, hip hop, and classes that may coordinate with theater	Affiliation letters received, proposal to come by 6/9	2 Shannon McIntyre Britany (owner)
5/9/22	Community Stakeholder: Curriculum Meeting: HS Counseling Specialist	Questioned about possible positions at school, program development, and verification regarding value-based education	Cuba High School		To be determined if and when the school finishes approval, demonstrated support for the organization	2 Joe Franzen, Mike Ackerman

Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
5/10/22	Community Stakeholder Meeting Initial Contact with Buffalo State College Speech and Hearing Clinic	Research and seeking information regarding special education program, development of the program to ensure speech and hearing support for students.	Speech Clinic Caudell Hall 149 1300 Elmwood Ave Buffalo, NY 14222	Recommended connection with Fredona to support development and offered services should there be a Speech Pathologist on site.	Reconnect prior to sending full application	2 Shannon McIntyre, Dr. Susan Felsenfeld
5/10/22	Stakeholder Meeting: Alice Miller Nation (Warming House)	Possible affiliation for internship, student visit, volunteering program, general conversation about the school and plans	phone	Connection with St. Bonaventure Programming Director (Tom Buttafaro)	Email Tom Buttafaro	2 Shannon McIntyre, Alice Miller Nation
5/10/22	Stakeholder Meeting: Alice Miller Nation, Tom Buttafaro (Warming House/St. Bonaventure)	Possible affiliation for internship, student visit, volunteering program, general conversation about the school and plans	email	Proposal emailed, due to graduations and summer responses will be slow	Meeting scheduled for 5/25	3 Shannon McIntyre, Alice MIller Nation, Tom Buttafaro
5/11/22, 5/17/22, 5/22/22, 5/23/22	Community Stakeholder Meeting: Kyle (Ask Design Jewelers)	Possible affiliation for internship, student visit, volunteering program, support with community outreach	phone, Ask Design Jewelers: 175 N Union St, Olean, NY 14760	Offered to support by signing an affiliation letter for the art of "jewelry making"	Contact for further curriculum support in July, touch-base for support in the beginning of June	3 Shannon McIntyre, Evelyn Cruz, Kyle Mehnert
5/11/22	Community Stakeholder meeting: Fredonia (SPED Support, Julie Williams)	Seeking information regarding SPED Program Development including training for teachers	email	Graduation postponed further development	Will follow up 6/10	2 Shannon McIntyre, Julie Williams

Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
5/11/22	Parent Communication	Answering questions with demonstration of support	phone	Parent's name and number not left, but assured an online signature. Parent was curious about programs for arts, expressed frustration with politics in public schools	I explained we are hoping to affiliate with the Tri-City Arts Council for our arts program, as well as have students self-select 30 minutes during the day of either art or theater.	2 Shannon McIntyre, parent
5/11/22, 5/18/22 6/2/22	Stakeholder Meeting: Christna Lopez (Boundless Connection)	Initial stakeholder meeting, proposal for affiliation, Proposal presented for K-12 tech program including coursework,	phone, zoom	Recommendations for affiliation offered (CEO Alliance)	letter of affiliation received, proposition for technology course received, In agreement, email requested with form letters, verbal agreement to move forward should the school open and offered support with outreach using her network in Olean	2 Shannon McIntyre, Christina Lopez
5/11/22, 5/20/22	Government Stakeholder Meeting: Mayor	presentation of the school background and request for support	Olean Municipal Building, 101 E State St, Olean, NY 14760	The mayor is concerned about public perception of how the opening of this school will affect the private school in the community	Verbally agrees with the mission and vision, and would like to discuss formal support in the future. Will cycle back in June	2 Shannon McIntyre, Mayor Aiello

Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
5/12/22, 5/24/22, 5/27/22	Stakeholder Meeting: TriCity Arts Council	Initial contact for art integration (community oriented) into the curriculum, internship, support in coursework development, pending affiliation they would like to use Olean Academy in a Grant proposal for the state. Would like to subcontract additional art similarly to Boundless Connections, or arrange specific meeting days for students to come to the facility for special courses (could possibly coordinate with JCC)	email, phone	Program head explained there is a grant requiring firm school affiliation they are applying for and would like to partner with us. Current CEO is against charter schools, but very open to community support	Awaiting reply from email 6/27	3 Shannon McIntyre, Sherri Geary, Paula Bernstein
5/13/22	Community Stakeholder Meeting:Professor Chris Ryan (St. Bonaventure)	Initial stakeholder conversation for Bonaventure connection involving CTE Agriculture Pathway	phone	Chris Ryan is eager to support Olean community	Forward information to Public Contact: Shannon	2 Dave McIntyre, Chris Ryan
5/14/22, 5/27/22	Community Stakeholder Meeting Todd Palmer (St. Bonaventure	Stakeholder Connection from Chris Ryan regarding curriculum development and CTE Pathway	email, phone	Meeting scheduled 5/27, Todd overlooked the date and time, emails exchanged with positive feedback, graduation postponed process	Will follow up in June	3 Shannon McIntyre, Joe Franzen, Todd Palmer

Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
5/15/22	Parent Communication	Asking questions regarding charter schools in general and impact on the community at large	phone	Grandparent (2 kids) Chaz Goehrig	Eager to support, will fill out online form	2 Shannon McIntyre, Charles Goehrig
5/15/22	Parent Communication	Asking questions regarding charter schools in general and interested in applying for a board position	phone	Parent (3 kids) Casey Boehmer	will fill out online form	2 Shannon McIntyre, Casey Boehman
5/15/22	Parent Communication	Parent asking about the school's Special Education program and questioning grade level range	phone	Parent (3 kids), informed that Special Education will be offered and the program is in development. Requested attendance at community forum to help support the development	Parent demonstrated support on the phone and highlighted need and said would sign form online but not be able to attend the meeting due to time constraints	2 Shannon McIntyre, parent
5/16/22, 5/20/22, 6/2/22	Stakeholder Meeting (African American Cultural Society)	Requesting support for accurate historical curriculum development and possible program development and ensuring that African American History is represented including the Underground Railroad stop that existed in the area	Olean Public Library and 214 N Barry St, Olean, NY 14760	Solidify plans for quarterly visit and teacher directed walking tours for historical sites in Olean yearly. Board asked questions regarding funding for the community	Board is in full support, Della Moore is eager to ensure that the curriculum is properly developed, email sent to Joe regarding curriculum development, Letter of affiliation received, follow up to occur over the summer as curriculum and program development moves forward	6 Shannon McIntyre, Della Moore, 5 board members

Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
5/17/22	Community Stakeholder Meeting: Curriculum Meeting: Special Education Specialist	Inquiring about program development, state regulations, and suggested community outreach that has worked in Cuba	Cuba High School	Advised to start Facebook page and send monthly emails once school has opened, also advised to have parent meetings available, though attendance in Cuba is weak	Information put into the overall plan for retention	2 Joe Franzen, Leah Costello
5/17/22	Curriculum Review: Sociology Coursework	Request for review of Sociology coursework and community class for high school students to demonstrate the course is comprehensive and could be linked to a local college or university	phone, email	Full support received about the style and type of course developed, available for advisement, consultation, and possibly teaching in the future	letter of support received	2 Shannon McIntyre, Dr. Alicia McAuliffe
5/18/22	Olean CEO Business Alliance Meeting	Delivery of program and information, questions answered regarding financials. Stress was placed on the community aspect of the school to ensure the CEO Business Alliance fully understands the importance of community involvement and the goal to ensure that this school is successful for all stakeholders (children, parents, families, and including the organizations that support.)	zoom	15 CEOs from the local community	2 letters of support received and requests for affiliation started (Cutco, YMCA Olean Business Alliance letters and JCC conversation started)	16 Shannon McIntyre, 15 local CEOs

Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
5/18/22, 6/1/22	Stakeholder meeting: Barb Sweitze/Jeff Townsend (YMCA)	Explanation of school, program,discussion about possible location as they have land designated for a school age building in the future.	phone, zoom	There is a previously set partnership with Siemens regarding a small piece of land that is used for the daycare that may open the door for further discussions regarding the renting/sale of land if necessary	Letter of support received from previous and current CEO of YMCA, further talks regarding school-age building will resume in July and request community support/signature support/ability to present to the community at that time.	3 Shannon McIntyre, Barb Sweitzer, Jeff Townsend
5/19/22, 5/14/22, 5/16/22, 5/21/22, 5/23/22	Parent Communication:	Parent inquired about the program, the plans for the school, the curriculum and current involvement from local stakeholders. Additionally, parent requested how to apply to be on the board	phone	Asked to join board after the current school year is over	Committed to being a "friend of" and supporting within the community and joining over the summer	2 Shannon McIntyre Casey Boehmer
5/20/22	Stakeholder Meeting: Laura Green (La Dolce Vita Bakery)	Possible affiliation for internship, student visit, general conversation	La Dolche Vita: 113 N Union St, Olean, NY 14760	Fully agreement and will continue to solicit for support in the community as Laura is a previous Headstart coordinator and special education teacher and believes in options for education and learning	Request for materials to be sent for letter of support/affiliation, publically supportive and eager to allow students to observe	2 Shannon McIntyre, Laura Green

Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
5/20/22, 5/23/22, 5/25/22	Stakeholder Meeting: Daniel Demarte (President JCC)	Possible affiliation for internship, student visits, CTE Pathway affiliation and support with community outreach	Jamestown Community College 260 N Union St, Olean, NY 14760	Daniel advised to continue conversations over the summer regarding CTE pathway, but will send a letter of support for the LOI and is eager to see the program development	Letter of support received	2 Shannon McIntyre, Daniel DeMarte
5/21/22	Public Forum Meeting	Public Forum Meeting: Powerpoint presentation, answer questions	Olean Public Library: 134 N 2nd St, Olean, NY 14760	2 parents	20 online signatures received after the meeting, 21 Cuba High School signatures received (through an attendee), 2 attendees filled in the online form to demonstrate attendance (Anne Anderson, Casey Boehman) Anne Anderson contributed a letter of support as a previous HS Principal from the area.	4 Shannon McIntyre, Evelyn Cruz, 2 parents
5/24/22, 5/27/22, 6/2/2	Stakeholder Meeting: Joe (Seneca Nation Museum)	Explanation regarding our goal to develop a historically accurate curriculum that involves Olean-specific information including Seneca Nation history, reference made to African American Cultural Center	phone and La Dolche Vita: 134 N 2nd St, Olean, NY 14760	Meeting ensured full support regarding program development that will include student visitation to the museum, guest speakers, and further curriculum connection to occur in coming meetings over the summer	General meeting, information sent about affiliation and agreement pending board approval.	2 Shannon, Joe (head of Seneca Nation Museum)

Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
5/25/22, 5/26, 5/27, 6/2	Stakeholder Meeting: Steve Teachman: (Olean Historical Society)	Explanation regarding our goal to develop a historically accurate curriculum that involves Olean-specific information including Seneca Nation history, reference made to African American Cultural Center	302 Laurens St, Olean, NY 14760/ 2nd Street Olean, NY 146760	Meetings to continue over the summer regarding weavign in Olean History into the daily curriculum (theater, trains, oil fields, presidential affiliations, volunteer fire department specifically) Students will attend the museum and receive conversation and “period dress presentation” from Steve- the Olean Historian	Information sent and verbal affiliation agreed to pending board approval. Steve will speak with Joe regarding curriculum development and execution. Meetings to continue throughout June and July for specifics. Shannon will attend the board meeting the last Thursday of June.	2 Shannon, Steve
5/25/22	Parent Communication	9 parents with children ranging in age K-8 requested information through Kyle Meynard (Ask Design Jewelers)	email	2 follow up emails with further questions regarding curriculum and “next steps” for the charter school	Will continue to include in general school emails	9 Shannon McIntyre and 9 parents
5/25/22	Stakeholder Meeting (Siemens Engineers/Parents)	Presentation to the company parents and engineers regarding the program, plans, website, and asking questions	Teams, in person at Siemens: 500 Paul Clark Dr, Olean, NY 14760	45 attendees to solicit for suggestions and community support for STEM mission, follow up	Attendee suggestion offered for building location at Siemens as the building is closing, 38 signatures received, 5 emails received, offered community support	45 Shannon McIntyre, 45 Siemens Engineers/ parents

Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
5/25/22, 5/26/22	Community Stakeholder Meeting (St. Bonaventure University)	Request for Bonna Buddies Mentoring, discount for teachers earning master's, certification, Warming House Volunteering	zoom	Verbal agreement that the information will be taken to the next board meeting and will refert afterwards	Await Tom's response as he moves the ideas presented to the board. Will follow up in June	2 Shannon McIntyre, Tom Buttafaro
5/25/22, 5/27/22	Parent Communication/Stakeholder Meeting: Lisa Reynolds	Request for further information regarding program, eagerly offered family connections to Dairy Farming, 4-H, Horse riding, maple tapping, Cornell Cooperative Extension	phone		Joe and Lisa will continue pursuit of dairy and horse options and begin talks with cooperative extension	3 Shannon McIntyre, Joe Franzen, Lisa Reynolds
5/26/22	Question and Answer: Responsive Classroom Training	As a demonstration for the adoption of The Responsive Classroom Principles the students (school-wide) will participate in morning meetings that are conducted within their classrooms. At the end of the day there will be a “school-wide” end-of-day based on the responsive classroom “Closing Circle” (https://www.responsiveclassroom.org/closing-circle/)	zoom		All board members attended We agreed to incorporate components of High Five and Responsive Classroom but would like the flexibility of using components of the program and not the full programs	10: Full Board, 10+ participants

Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
5/27/22	Community Stakeholder Meeting: Cutco, Olean Business Committee	Review of project plan, possible affiliation with Cutco explored, discussions of impact on the community	301 N. Union St. in Olean	Questions were asked regarding the impact the school will have on the existing private school. The private school is both Catholic and Tuition based, we stand by the understanding that parents who want private education will still choose that school. We are merely offering a choice to the public focusing on our mission and vision specifically, not purposefully "stealing" students.	We plan to include quotes about the positives board members see in the community per the recommendation. Support offered and Cutco will speak positively in public about the opportunity of this school positively impacting the local community.	2 Jim Stitt Sr, Bob Foreness
5/28	Community Stakeholder: Olean Theater Group	Initial request for program conversation	email	Will follow up the first week of June		2 Shannon McIntyre
5/31	Community Stakeholder Meeting: St Mary's School of the Deaf	Initial request for program conversation, request for Penpal program and sensitivity conversations regarding individuals with visible disabilities	phone	Principal of middle school to help arrange Penpal program with middle school. Affiliation verbally agreed	email sent for letter to be written. Will follow up in June as the school year is ending and it is necessary for her to complete the year before sending the affiliation letter	2 Shannon, Aimee Bell
7/1/2022, 7/22/22	Community Forum: Canticle Farms Market	Community presence, Olean Academy Pencils sold with proceeds to the United Way, answer questions, community outreach	3809 Old State Rd, Allegany, NY 14706			public farmers market

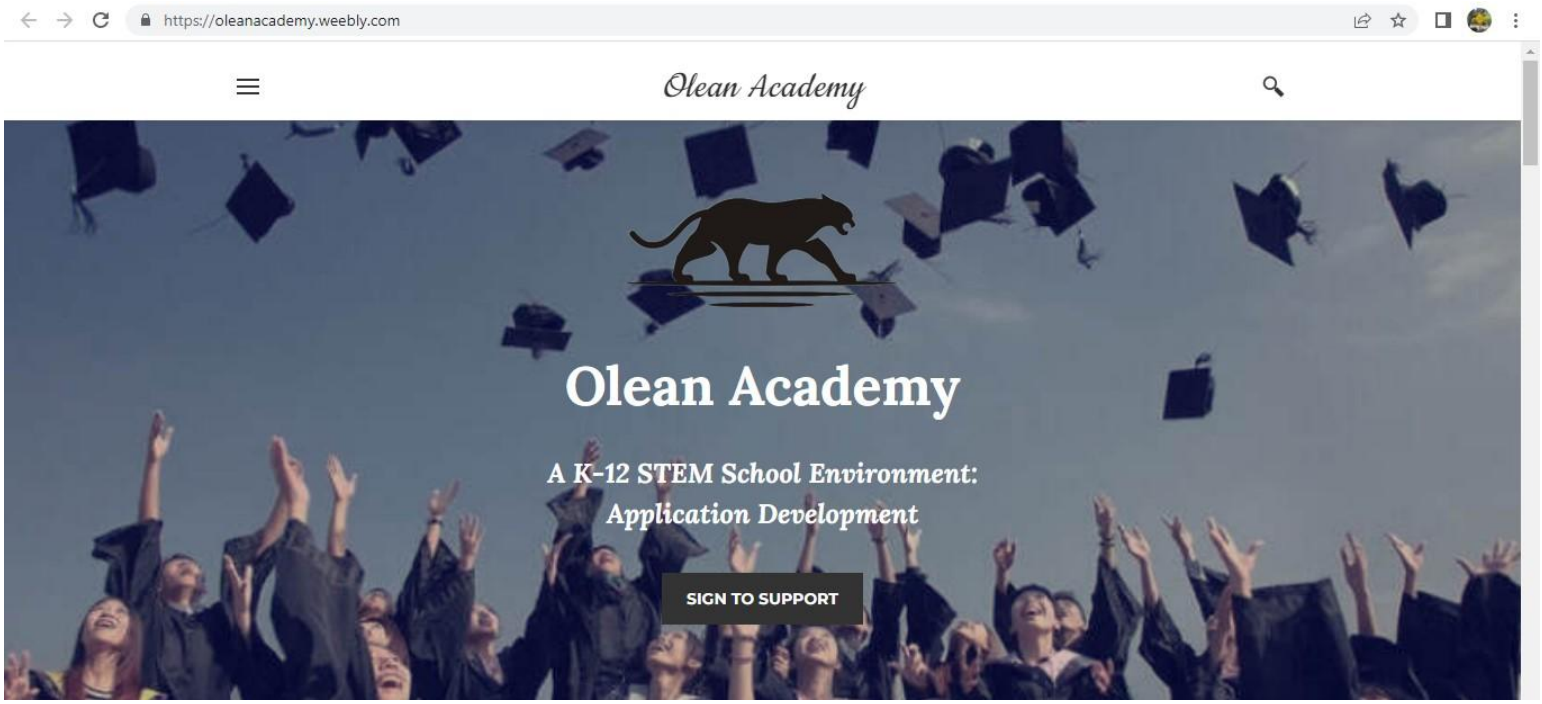
6/18/2022, 6/25/2022	Community Forum: Olean Farmers Market	Community presence, Olean Academy Pencils sold with proceeds to the United Way, answer questions, community outreach	REAP Olean Farmers Market: South Street Olean, NY 14760			public farmers market
8/13/22, 10/7/22	Community Forum: Stroll Olean	Community presence, Olean Academy Pencils sold with proceeds to the United Way, answer questions, community outreach	Union Street Olean, NY 14760			public community event

Add more rows and/or rotate page as necessary

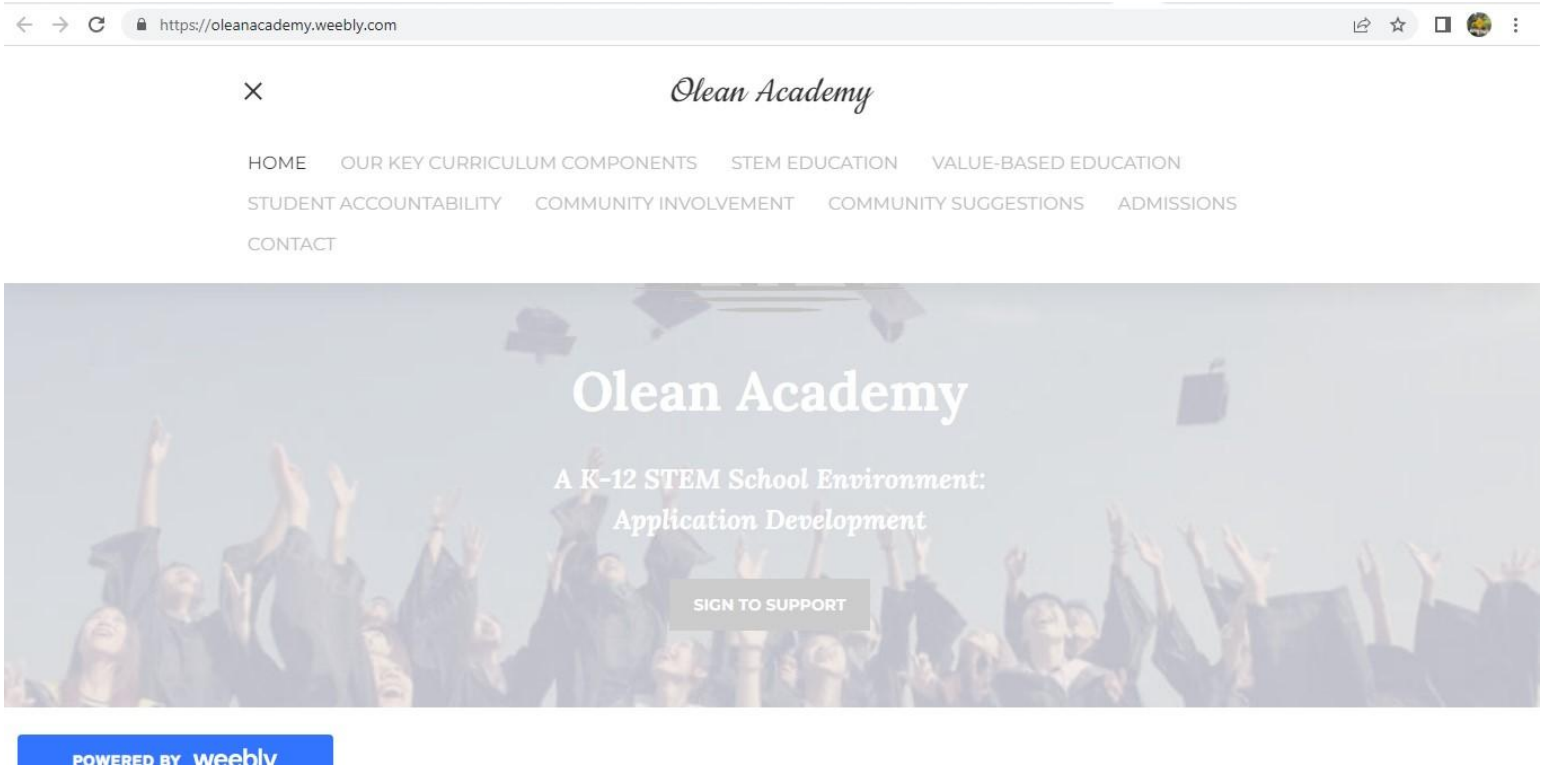
Stakeholders in the community were given the opportunity to provide input into the design of the proposed charter school

Our first community forum only had 2 attendees (and 2 board members), but we had also passed out 150 flyers. From those flyers we received a tremendous amount of input. Two examples are listed below: One parent recognizes that Olean Public Schools have 4th grade students mixed with the full middle school (5-8). After speaking with this parent further she suggested we keep 4th grade with the elementary. The other example is a parent who is currently working with Joe Franzen on integrating key aspects of the community into the STEM curriculum based on her experience and knowledge. There are many other similar examples we hope to share in the full application.

Landing Page:



Website Overview:



Suggestion Page:

https://oleanacademy.weebly.com/community-suggestions.html

The following aspects are being incorporated into the school at parent and community request:

High School:

- CTE Program (Agriculture)
- In-School Internship and Volunteer Opportunities
- Clear and Separate Graduation Tracks

Elementary School:

- Practical STEM Experiences
- Workforce Exposure
- Student-Led In-School Programs (School Store, School Bank, Etc.)

Please send us more!

Weebly - View Form Data - Google Chrome

https://www.weebly.com/editor/viewFormData.php?ucfid=4363994287036097 62&site_id=926866787765156407&user_id=141512453

Date submitted	Ip address	Opted in	Name first	Name last
05/26/2022 05:04pm	[redacted]	0	Emilee	George
05/25/2022 11:20am		0	joel	johnson
05/25/2022 11:16am		0	Tanaka	Losey
05/25/2022 11:07am		0	Arthur	Penird
05/25/2022 11:07am		0	Susan	Hatch
05/25/2022 10:52am		0	David	Lamb
05/25/2022 10:50am		0	Celeste	Lamb

Name.first	Emilee
Name.last	George
Email	[redacted]
Why are you in support of Olean Academy? If you have children, please include their ages.	Having another option available for my kids education is an exciting possibility. I have three children who by next year will all be enrolled in Olean public schools, I have always been pleased with our elementary school (East view) but my husband and I both have concerns as our oldest daughter moves into the intermediate school for fourth grade next year. I was planning on attending the meeting on the 21st and I missed it due to sports activities with the kids but plan to attend on June 9th . I have three children as mentioned 9,6 and almost 4 . I have shared this information with many of our friends and the interest is definitely there in our community .I hope you have an outpouring of support and can't wait to attend the meeting to learn more.
Why are you in support of Olean Academy?	
IP Address	[redacted]

https://www.weebly.com/editor/viewFormData.php?ucfid=4363994287036097 62&site_id=92686787765156407&user_id=141512453

Date submitted	Ip address	Opted in	Name first	Name last
05/25/2022 10:43am	[redacted]	0	Kevin	Brink
05/25/2022 10:41am		0	Greg	Edwards
05/24/2022 10:30am		0	Ann	Anderson
05/22/2022 08:24pm		0	Heather	Oldenburg
05/22/2022 07:13pm		0	Lisa	Reynolds
05/22/2022 04:12pm		0	Maggie	Tingley
05/21/2022 04:29pm		0	Darren	Boehmer

Name.first	Lisa
Name.last	Reynolds
Email	[redacted]
Why are you in support of Olean Academy? If you have children, please include their ages.	I am in complete support of this school as it would give kids, such as my son a chance for an educational opportunity that would be tailored to the way they learn. Not every child is able to learn using the common core methods and it only teaches them how to give up because of confusion and frustration.... the public school systems give no opportunities for kids not succeeding with common core a option to learn differently... I am also in full support of this school as it will be using stem as the foundation. This allows kids to learn and grow in incredible ways and I know both my kids would thrive and receive an incredible education. My son is 10 years old and my daughter is 13. As a previous stem educator,, I can't say enough about how incredible this opportunity would be for so many kids and for our community
Why are you in support of Olean Academy?	
IP Address	[redacted]

The group has informed the community about the proposed charter school, including the intended location, the target student population, the grades to be served, and a description of the educational program(s) to be offered

The initial outreach attempt included the distribution of 150 flyers. The flyer was also used throughout the stakeholder meetings, board meetings, and community meetings that have been listed on the outreach chart. Additionally, the flyer was adjusted and given to the Olean Times Herald for support in publication of the second community forum scheduled for June 9th. This flyer has served as our announcement and general overview and has been sent in combination with our website and also a powerpoint that was created.

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*A *K-12* STEM School Environment*

OLEAN ACADEMY

PROJECTED: 2023

WHAT IS A CHARTER SCHOOL?

Charter schools are independently-operated public schools that have the freedom to design classrooms that meet their students' needs. All charter schools operate under a contract with a charter school authorizer – usually a nonprofit organization, government agency, or university – that holds them accountable to the high standards outlined in their "charter." It is common to see charter schools led by former teachers who wanted to take the lessons they learned in the classroom and apply those lessons to an entire school.

Your selected charter school receives 75% of per-pupil funds budgeted for the current school year (based on school taxes). 25% remains with the public school system.

All children who reside in the school district in which the charter school is located are eligible for enrollment, subject to space available. After a charter school has been in operation for one or more years, the charter school may give admissions priority to previously enrolled students and their siblings.

JOIN THE PUBLIC FORUM ON MAY 21, 2022

OLEAN PUBLIC LIBRARY 12PM-1PM

ASK QUESTIONS AND OFFER SUGGESTIONS!

JOIN THE DEVELOPMENT AND APPLICATION PROCESS

WWW.OLEANACADEMY.WEEBLY.COM

WHAT WILL OLEAN ACADEMY BE?

Mission:
To ensure all students meet their academic abilities, Olean Academy will provide an engaging, challenging, value-based education grounded in Science, Technology, Engineering, and Math.

Vision:
The vision of Olean Academy is to offer a positive, safe and healthy environment where all members feel respected while supporting students in becoming life-long learners.

Founding Of The School
Olean Academy, a K-12 institution, will be founded to offer the Olean community a choice in how to educate their children. We are eager to offer a 21st Century educational experience, focused on embedding the practical application of STEM principles and Olean community history in all aspects of the school environment.

As a vital component of the curriculum, all students will be able to analyze and develop solutions to current local and global problems, while actively experiencing and developing an appreciation for the rich history of the Olean area. We believe in the use of research-based educational practices and systematically presented social-emotional learning opportunities.

Additionally, due to the effects of the COVID-19 virus on students' emotional well-being, we plan to incorporate a strong focus on students' emotional needs. Students' emotional needs will be a strong focus of the school environment with a systematic introduction of values during a class 'morning meeting' time set at the beginning of the day.

ANSWER OUR QUESTIONNAIRE ATHTTPS://FORMS.GLE/FFO3LIY1WX6HVE1Z8

*A *K-12* STEM School Environment*

OLEAN ACADEMY

2023

WHAT IS A STEM SCHOOL?

S.T.E.M. is an acronym for Science, Technology, Engineering and Mathematics. STEM Schools focus on these subjects to help our nation's youth gain the skills required to succeed in today's challenging world. This includes the ability to think critically, solve complex problems, and drive advancements in science and technology.

A STEM school is a new kind of learning environment, and one of the most notable and innovative educational institutions of the 21st century. Some of the most prestigious universities in the world, including MIT, Stanford, and UC Berkeley, now offer undergraduate degrees in STEM. The idea of a STEM school is to provide a place where students can pursue an education that will help them excel in the field of their choice.

WHAT IS OLEAN ACADEMY'S CURRICULUM?

We intend to practically teach how to ask and answer real-life questions by incorporating systematic field research, outdoor, hands-on experiences, and the use of technology as a tool to build community connections and passionate life-long learners. We intend to introduce a team-based approach to problem solving that increases students' critical thinking and communication skills. Most importantly, we will stretch the use of science, math, engineering, and technology through the entire curriculum using interdisciplinary connections that define modern innovation before, during, and afterschool.

JOIN THE OLEAN ACADEMY BOARD, OFFER SUGGESTIONS!

EMAIL:

OLEANACADEMY@GMAIL.COM

PHONE:

716-436-8099

PARENT INVOLVEMENT

A major component of a successful charter school is the involvement of local parents. We are eager to welcome local parents in supporting the further development of the mission, vision, school tenets, policies and procedures.

COMMUNITY INVOLVEMENT

Moving forward, we are eager to welcome representation from local businesses who hope to form partnershipsr:

- for student internship opportunities
- for fundraising
- for advertising
- for local economic growth
- to raise student awareness of future educational and economic opportunities
- for supporting the growth of the Olean area

ANSWER OUR QUESTIONNAIRE AT HTTPS://FORMS.GLE/FF03LIY1WX6HVE1Z8

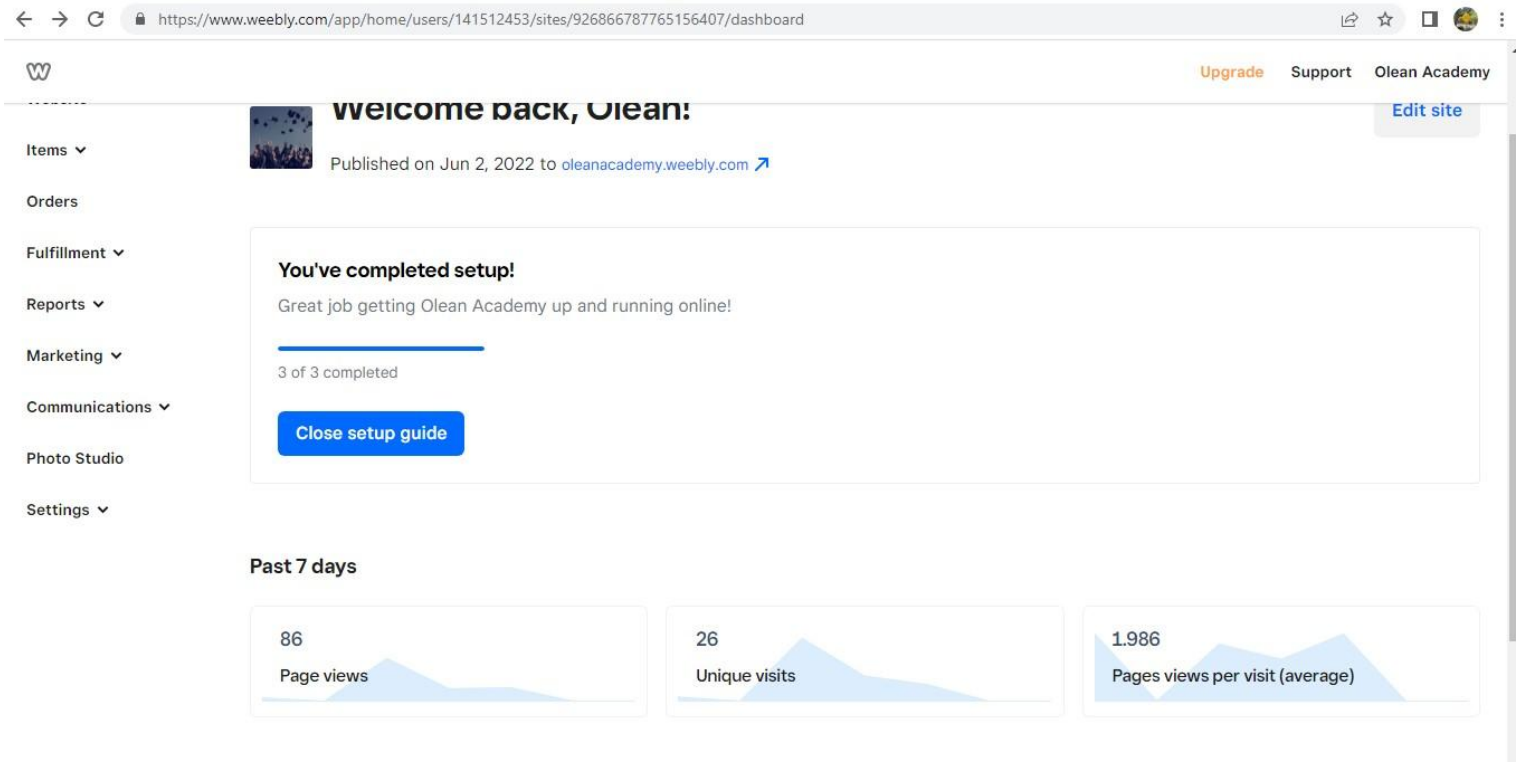
<u>At least one public meeting with stakeholders in the community in the school district in which the proposed charter school is to be located. Reasonable public notice should be provided to community stakeholders.</u>

Our initial meeting on May 21 included 150+ flyers, as well as the inclusion of the announcement in the community events section of the Olean Times Herald. The in-person turn out was very low considering that we received online signatures afterwards. We learned from the first public forum that it will be essential for us to reach out to community members and stakeholders directly to encourage their participation in person and not only online. For this reason, for the Community Forum planned on June 9, 2022 the following has been done:

1. Website announcement (5/27),seen by 86 individuals since posting.
2. Interview (5/25- scheduled 5/18 via text) with local reporter who received an updated flyer include the date June 9
3. Email of flyer sent to emails acquired (5/30)
4. Posting in Community Events Section of the Olean Times Herald (6/2)

Community Forum
June 9, 2022, 6pm-7pm, Olean Public Library
Please attend to ask questions and show support!

What is Olean Academy?



Olean Academy preview

Inbox ×

Kellen Quigley Wed, May 18, 6:14 PM

to me

Hi Shannon,

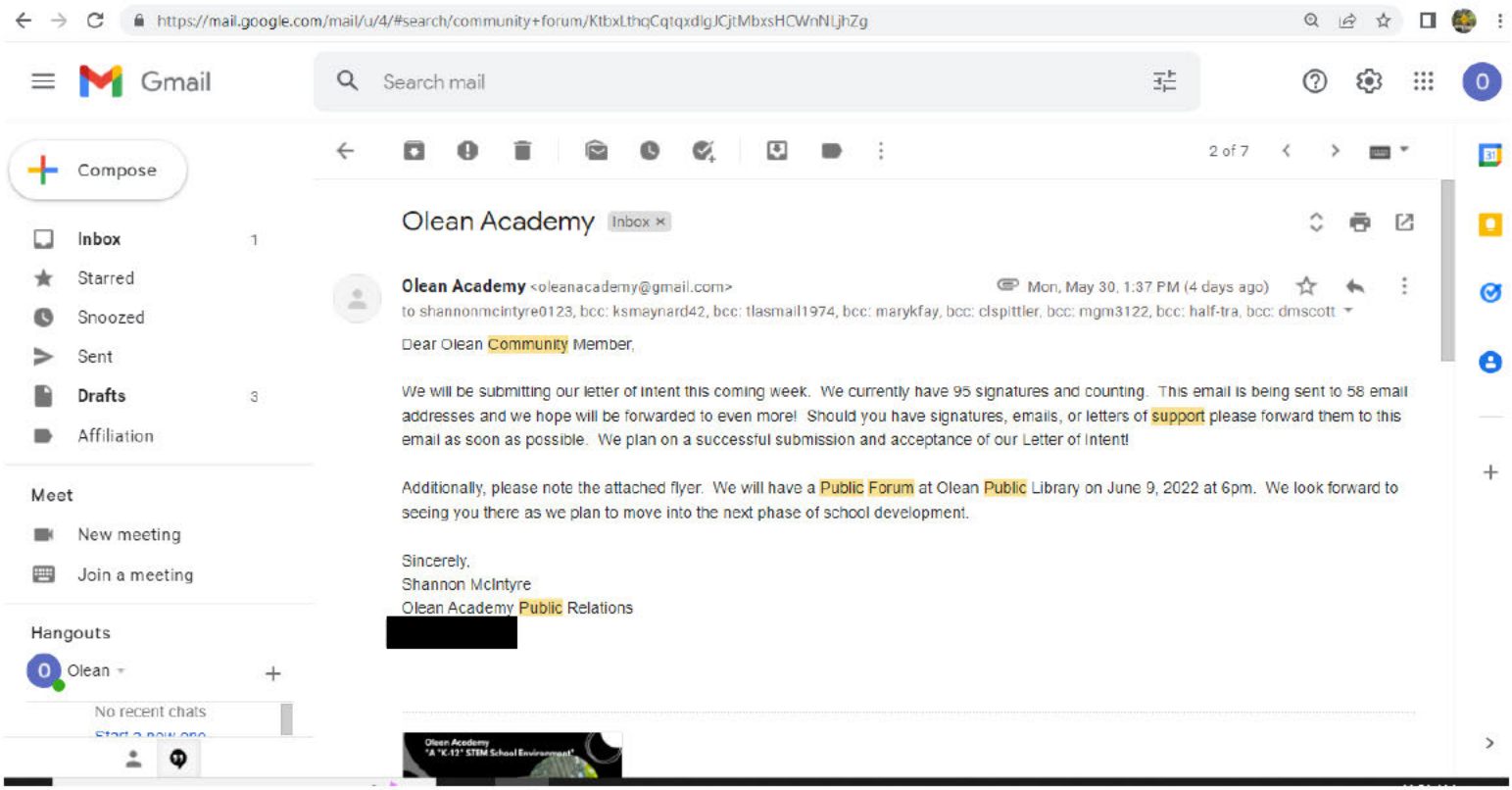
Jim Eckstrom asked me to reach out to you about Olean Academy for a story. We see there is a meeting scheduled for Saturday and we're hoping to do a preview about it beforehand.

I'd love to set up a time to chat tomorrow (Thursday) if you're available to fill us in on what Olean Academy is, how it came about, what you're hoping for, etc.

Let me know! Thank you!

Kellen

Kellen M. Quigley
Reporter/Editor
Olean Times Herald
[redacted]



Olean Academy
"A *K-12* STEM School Environment"

OPEN FORUM

COME TO ASK QUESTIONS, SHOW SUPPORT, OR FIND OUT MORE INFORMATION!

Location: Olean Public Library

Date: June 9, 2022

Time: 6pm-7pm

www.oleanacademy.weebly.com

REUNIÓN SOBRE EDUCACIÓN
¡VENGA A HACER PREGUNTAS, MOSTRAR APOYO U OBTENER MÁS INFORMACIÓN!

https://www.oleantimesherald.com/local-events/?_evDiscoveryPath=/event/1175463-olean-academy-public-meeting

CREATE AN EVENT | Sign in

powered by evvnt

Search for events by name, keyword, location, venue...

All Events | Live Music | Nightlife | Kids & Family | Sports & Leisure | Arts | Attractions | Classes & Courses | + More

Olean Academy Public Meeting

Thu at 6:00PM - 7:00PM

Olean Public Library
134 North 2nd Street
Olean
14760

MORE DETAILS

Grand Canyon University

Phoenix, Arizona

Grand Canyon University, upon the recommendation of the Faculty, and by virtue of the authority in them vested, have conferred upon

Shannon McIntyre

who has satisfactorily pursued the studies, passed the examinations and complied with all other requirements therefore, the degree of

Master of Education

Education Administration in Organizational Leadership

with all rights, privileges and honors thereunto appertaining.

Given in Phoenix, June, Two Thousand Ten

[redacted]

GRAND CANYON UNIVERSITY ARIZONA 1949

[redacted]

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Shannon McIntyre

Proposed Charter School Name: Olean Academy Charter School

[redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   X Résumé Attached

   XCopy of Diploma, Transcript or Supporting Documentation Attached If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I was part of the original conversation about the possibility of having developing a school

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   X I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   X I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I am bringing 20+ years of educational experience as a teacher, mentor, trainer, founding headmistress, curriculum developer and general school administrator. My previous experience as a teacher who went through the 5-year accreditation process for Meridian Public Charter School in Washington DC has given me some understanding regarding necessary systems for a charter school's success. Additionally, I was tasked with starting a private school in Malaysia, developing the budget, and writing and implementing the school's curriculum with the support of a small group of teachers. These experiences, in conjunction with my strong desire to support the educational community in Olean New York, are experiences and skills I am bringing to the table.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

Currently I am the public contact for Olean Academy Charter School. I believe it is essential that the information delivered to the public is in alignment with the school's mission and vision, while also helping to support the development of necessary systems within the school. As the public contact I work closely with Evelyn as the Community Outreach Chair to support the execution of the plans she (and other supports of the school) are developing.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

I am a lifelong learner, and very eager to support the growth and development of alternatives to public education.

Signature

Shannon McIntyre

_____6/2/22_____
Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

X I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

X This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

X This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Member, Public Contact

12. Please explain why you wish to serve on the board.

I believe serving on the board for Olean Academy will support the effective growth and development of the school and offer community members a choice in how to educate their children. I strongly believe in the mission and vision of Olean Academy.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

X This does not apply to me. Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. X Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

I have been a friend of Evelyn Cruz's prior to this endeavor. Dave McIntyre is my father.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

X I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

X No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

X Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Yes.

X Not applicable because the School will not contract with a management company or charter management organization.

I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

Yes.

X Not applicable because the School will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

X None Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I believe it is vital to raise these concerns to the board president. I also believe it is essential to have systems and policies in place to address any concerns members might have regarding problems that may arise such as this

22.Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

X This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

23.Please explain your understanding of the charter school's mission and/or philosophy.

My understanding of Olean Academy's mission is to ensure that students are able to become lifelong learners. This is to be completed by purposefully developing a practical curriculum, as well as grounding that curriculum in core values that support students becoming productive, positive members of society.

24.Please explain your understanding of the educational program of the charter school.

I believe Olean Academy's educational program focuses on the development of students' critical thinking by integrating key community components and organizations into the curriculum. The program integrates individuals and organizations that have expertise in the areas of agriculture, other aspects of science, technology, engineering, math, and history, while including components such as a morning and closing meeting to support psychological trust regardless of age.

25.Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I believe that, in Olean specifically, a charter school's success is dependent on the by-in from local community members, parent support, strong financial literacy, clear systems that use foresight to predict future difficulties, and a willingness of members to reflect to grows and change. First, I believe Olean Academy board members must onboard new board members and school members in a way that ensures a clear understanding of the school's mission, vision, and systems. Second, I believe it essential for community members and parents to continue to be integrated into the development system to ensure by-in and cultivate a sense of ownership for the school. Third, I believe it essential for the finances of the school to be clearly set in a plan that ensures effective monitoring to ensure accountability. Finally, I believe that, through the previous steps, bylaws must be created that ensure there is clarity for the expectation of the school and what the school is moving towards.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Shannon McIntyre (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

[redacted]

Signature

Shannon McIntyre

_____6/2/22_____

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Dave McIntyre

Proposed Charter School Name: Olean Academy Charter School

[redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   X Résumé Attached

   X Copy of Diploma, Transcript or Supporting Documentation Attached If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I was asked to participate by my daughter, Shannon McIntyre, for purposes of finance, bylaws development, and board development.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   X I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   X I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have worked as a local businessman in the Western New York area for more than 35 years. I currently serve on multiple boards in Buffalo area including the Olmsted Parks which will help me to support the school's goal of including agriculture for the high school.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I was asked to head the Finance Committee and support in the development of the school's bylaws.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

I am eager to serve on this board and support the school's mission.

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

X I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

X This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

X This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Member, Finance Chair

12. Please explain why you wish to serve on the board.

I believe in the school's mission and believe this school would help the Olean area.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

X This does not apply to me. Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. X Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

Shannon McIntyre is my daughter

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

X I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

X No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

X Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Yes.
X Not applicable because the School will not contract with a management company or charter management organization.
I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

Yes.
X Not applicable because the School will not contract with a management company or charter management organization.
I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

X None Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

The board will be developing a conflict of interest policy in the future. At this point, concerns would be raised to the board president for final resolution.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

X This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

23.Please explain your understanding of the charter school's mission and/or philosophy.

I believe the school's mission focuses on the idea of practically applying STEM while developing community, high standards for learning, and maintaining consistent expectations. Practically applying science, technology, engineering and math will help students grow personally, professionally, and educationally.

24.Please explain your understanding of the educational program of the charter school.

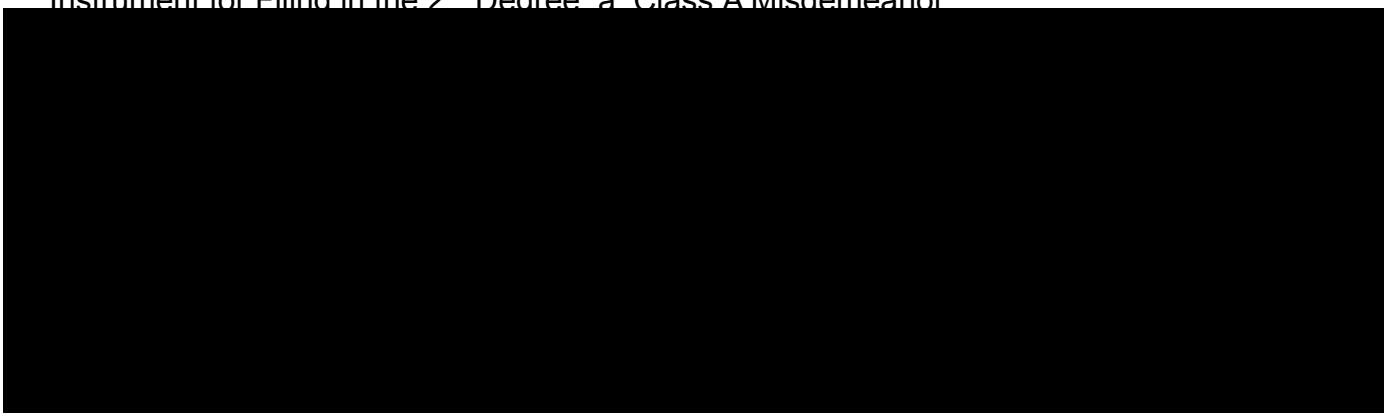
I believe the goal is to support students in pursuing their academic dreams through teaching STEM activities and classes. The school is very focused on outdoor education and how to use outdoor activities in educating students. The outdoor education uses community programs to bring everyone together to support the students' learning.

25.Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I believe Olean Academy will be successful if they service the community, secure sufficient funding, execute the business plan developed, and reflect through the plan to make improvements and adjust when necessary.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, David McIntyre (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.



NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

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Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Evelyn Cruz

Proposed Charter School Name: Olean Academy Charter School

[redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   X Résumé Attached

   XCopy of Diploma, Transcript or Supporting Documentation Attached If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I was involved in the original conversation about the possibility of the school

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   X I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   X I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have been involved in education for the past 16 years. First as a volunteer parent at my children's daycare centers, second as a substitute paraprofessional and thirdly and most recently as a Spanish teacher at my son's high school. I have worked in many areas of the school's daily life; as a dishwasher in the school kitchen area to having a classroom of my own. This has allowed me to experience all the work it takes to run a successful school. I know what goes into running a school and have a great appreciation and respect for all the moving parts it takes to make it work.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I am currently developing the role of the Parent/Community Liaison while serving as the Community Outreach Chair. This is a key position in regards to communication with the families and community. This position is instrumental in delivering information out to the public, creating connections with business, outreach responsibilities, assisting in implementing school policies, including families of diverse backgrounds, and seeking active involvement from our parents and community.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

I bring the passion and the commitment to create a school in which all involved are treated with respect, challenge to be their best, and strive for excellence.

Evelyn Cruz

Signature

5/27/22

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

X I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

X This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

X This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Member, Community Outreach Chair

12. Please explain why you wish to serve on the board.

This is an opportunity to work with a group of like minded professionals that are passionate about an educational vision where all the students are active participants in their education, accountable, challenged, and immersed in a STEM curriculum that will encompass and carry through all subject matters.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

X This does not apply to me. Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. X Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

I have been a friend of Shannon McIntyre prior to this endeavor.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

X I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

X No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

X Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Yes.
X Not applicable because the School will not contract with a management company or charter management organization.
I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

Yes.
X Not applicable because the School will not contract with a management company or charter management organization.
I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

X None Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

This issue will be brought to the President of the Board to be investigated and handled in a manner that takes into account the integrity of the school and board community. We plan to develop a policy surrounding conflicts of interest in the future.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

X This does not apply to me, my spouse or other family members.
Yes.

onal Philosophy -Proposed Board of Trustees Only

23.Please explain your understanding of the charter school's mission and/or philosophy.

I understand that the charter school will be integrating a STEM based school, with a foundation of values that will challenge the students to be lifelong learners grounded on research based educational practices.

24.Please explain your understanding of the educational program of the charter school.

I understand that this STEM charter school will be actively integrating research based educational practices with the inclusion of societal and communal values in order to holistically educate the students. This program intends to provide a hands-on learning environment, project based, rigorous, inter-connected and transferable concepts that will enable students to use critical thinking skills and be proactive in their education. Also, the connection with the community at large will help students stay connected, engage in activities that benefit us all, and develop a sense of responsibility and belonging in order to keep the intellectual resources in the community and make the changes they want to see happen.

25.Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Successful schools have highly self motivated professionals with a similar vision to create and maintain a school environment in which they are held accountable for their commitment as professionals and role models. It also has a curriculum that is both challenging and exciting. Having the parents and the community involved is essential and through outreach, school activities, and presentations we aspire to keep them connected.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Evelyn Cruz (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those

matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

_____5/27/22_____

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

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Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Joseph Franzen

Proposed Charter School Name: Olean Academy

[redacted]

Business Address: _____

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I became aware of the opportunity through a peer teacher who thought I would be a good fit.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

As a teacher of 16, I bring to the table experience from educating students from K-undergraduate in environmental studies, social studies, systems thinking, culinary and agricultural studies, and diversity and justice issue. This has included working with predominantly low SES populations in Kentucky and Western NY. In 2019, a collaborative group of students, teacher and I published a book titled *Say Yes to Pears- Food Literacy in and Beyond the English Classroom.*

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

Currently my role is a co-developer of interdisciplinary outdoor and environmental education programing from K-12 and the lead developer of the high school program of studies. As the process continues, my role will shift to focus on being the Community Liaison, Program Coordinator for the interdisciplinary K-12 environmental and outdoor programming, and facilitator of the High School program.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

The methods put forth in this application have been tested and proved on a personal level and through research to improve education and growth of the individual.

Joseph W. Franzen

[redacted]

5/26/22 Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☒ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☒ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☒ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    For the current stage of the process, I will be the president of the board. As the process continues I will shift to a support role while becoming more involved with the set up and implementation of the programs.

12. Please explain why you wish to serve on the board.

    In my years in public education, I have seen the experiences that allow a student to become passionate and take ownership of the growth as a learner. Oftentimes these experiences happen piecemeal, supported by a champion teacher, or are not effectively built upon under the multiple directions that schools are pulled and stretched.

    Being involved in designing and building this schools offers an opportunity to create an intention plan of studies that makes sure there are multiple experiences every year for students to engage their passions and own their education while building

upon those experiences, cognizant of the past and with options for individual agency in the future.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

☐ This does not apply to me. ☒ X Yes. (Include description here):

Board Member of Breaking New Grounds, Louisville Kentucky: Helped develop education curriculum around composting for the non-profit

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☐ I / we do not know any such persons. ☒ X Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

I was a friend and colleague to Brian Stuhlmiller before becoming involved in this project.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☒ X I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether

you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☒ X Not applicable because the School does not/will not contract with a management company or charter management organization. I / we do not know
☐ any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☒ X Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☒ X Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ X None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would approach the president of the board to investigate and address the issue. I would then support the president of the board in his or her plan of action.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization

which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ X This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

My understanding of the mission and philosophy of the school is to support all students in becoming lifelong learners and constructive members of a community through a challenging values-based educational model that challenges the individual to own their learning through a STEM-based program of studies.

24. Please explain your understanding of the educational program of the charter school.

Students K-12 will be offered an educational program that will offer a traditional foundation of skills into which a place-based, outdoor/environmental program has been integrated to promote inter-grade mentoring, hands-on learning, exploration of community resources, authentic project-based learning, and the spiraling of skills and concepts to increase the rigor and depth of the educational experiences. At the High School level, this program will offer opportunities for students to choose their area of focus based on their strengths and interests while still continuing the focus on STEM, community engagement, service, and connection to place.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school is a reflection of the relationship it has with the community. Currently, the board is reaching out to community institutions and business to provide the resources and opportunities for our students but also to provide those institutions a sense of ownership of the school. These relationships will grow as school and students collaborate and intern with these institutions over the course of the students' educational plan. Eventually, these connections will create a stronger community as graduating students find a home in this community connected to those institutions or travel with those connections and lessons learned.

As families become members of the school community, staying true to the design of the curriculum will engage parents and extended family, erasing many of the lines between

home and school. The Community Liaison will specifically reach out to resources in the community to support families. The small, flexible and intimate nature of the size of the school will foster these strong family school connections.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Joseph Franzen (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

[redacted]

5/26/22 Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: _____

Proposed Charter School Name: _____

[redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☐ Résumé Attached

   ☐ Copy of Diploma, Transcript or Supporting Documentation Attached
   - ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   ☐ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☐ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

_____

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   ☐ I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☐ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    ☐ This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    _____

    _____

12. Please explain why you wish to serve on the board.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    ☐ This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

    ☐ I / we do not know any such persons. ☐ Yes.
    If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

    ☐ I / we do not know any such persons. ☐ Yes.
    If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

    ☐ No. ☐ Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

    ☐ Yes.
    ☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

    ☐ Yes.
    ☐ Not applicable because the School will not contract with a management company or charter management organization.
    ☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☐ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☐ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

24. Please explain your understanding of the educational program of the charter school.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, _____(name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a

_____

Date

FULL APPLICATION SUMMARY

Proposed Charter School Name	**Olean Academy Charter School**		
Application History (Prior Submissions)	**n/a**		
Existing Education Corporation Name	**n/a**		
Proposed Board Chair Name	**Joseph Franzen**		
Proposed Board Chair Email Address	[redacted]		
Proposed Board Chair Telephone Number			
Public Contact Name	**Shannon McIntyre**		
Public Contact Email Address	[redacted]		
Public Contact Telephone Number			
District Location	**Olean, New York**		
Proposed Charter Term	**5**		
Proposed Comprehensive Management Provider	**n/a**		
Priority School Design Elements	Models that will provide students with career and technical education (CTE) certification(s), or a pathway to such credentials, through a program that has or will seek NYSED CTE program approval		
Projected Grade Span and Enrollment for Indicated Years	**Year**	**Grades**	**Enrollment**
	1	9 (K-8)	160
	2	11 (K-10)	195
	3	12 (K-11)	215
	4	13 (K-12)	235
	5	13 (K-12)	240

Mission Statement: Olean Academy Charter School's mission is to ensure all students identify and expand their natural gifts and talents, as well as demonstrate academic proficiency. This is accomplished by providing an engaging, challenging, value-based education grounded in Science, Technology, Engineering, and Math.

School Summary

Olean Academy Charter School's mission is to ensure all students identify and expand their natural gifts and talents, as well as demonstrate academic proficiency. This is accomplished by providing an engaging, challenging, value-based education grounded in Science, Technology, Engineering, and Math. OACS' vision is to consistently provide a positive, safe, and healthy environment where all members feel respected while supporting students in becoming life-long learners. This vision is accomplished through the execution of systems involving Bloom's Taxonomy that support the internalization and value for the school rules of: Community Service and Community Involvement, Accountability, Respect, and Empathy.

In order to meet the school's developed mission, Olean Academy developed a standards-based curriculum, with project and place-based interdisciplinary learning derived from the New York State Common Core and Next Generation Standards. This curriculum ensures all students identify and expand their natural gifts and talents and is engaging, challenging, value-based. The integrated curriculum supports teachers with differentiating their instruction as the curriculum is spiraled using monthly themes and skills in a scripted order. Additionally, teachers are easily able to use place-based learning, beyond what is already scripted, due to connections previously made by OACS within the community. As place-based education is founded on the concepts of community, education for sustainability, and environmental education, OACS demonstrates clear value for local and regional history within the curriculum. This creates a deeper perspective, ownership, and understanding of the complex natural, social, and cultural frameworks needed to successfully address the needs of community systems. Students are facilitated through the process of growing appreciation for local and global understanding[1][2].

OACS has selected specific Key Design Elements linked directly to the school's mission. These elements are components of the school which are, as previously stated, currently not addressed in Olean Public Schools. The founding board selected these elements as they are major components of the school's daily operations, community engagement, as well as the school's curriculum. The key design elements include:

1. STEM Focus Across The Curriculum: Olean Academy will provide an engaging, challenging, value-based education grounded in Science, Technology, Engineering, and Math. S.T.E.M. is an acronym for Science, Technology, Engineering and Mathematics.

2. Value-Based Education: OACS will offer a positive, safe and healthy environment where all members feel respected while supporting students in becoming life-long learners. Our values include the concept that "**We CARE!".** We participate in **Community** service and community involvement. We demonstrate **Accountability** for one's actions. We maintain **Respect** for community and self. We show **Empathy** towards others, including personal and global issues.

3. Student Accountability: We pledge to offer a grounded, value-based environment where students are held accountable for their choices.

4. Community Involvement: OACS will include families and community members in school choices whenever possible, to ensure student success at home, in school and in the community.

---

[1] Demarest, A.B. (2014). Place-Based Curriculum Design: Exceeding Standards through Local Investigations (1st ed.). Routledge. https://doi.org/10.4324/9781315795195

[2] https://www.ericdigests.org/2001-3/place.htm

This includes opportunities for diagnosed SWD, ELL students, or ED students to receive support regarding communication, identifying support services in the school, and developing connections with community organizations.

Community Service: As the curriculum incorporates community partnerships that include volunteering opportunities, students will participate in community service periodically throughout their time at Olean Academy. Grades 2 and 4 integrate specific projects dedicated to community service. During Grades 5-8, students will participate in quarterly career exposure days (totaling visits to 16 businesses by the end of Grade 8) where students will reflect and present their experiences. All grades will participate in classroom community service support including, but not limited to: letter writing to the elderly, food-collection, and donation collection for a class-selected cause. Students in Grades 9-12 will be required to complete a minimum of 15 hours of community service each year.

Home-School Connection: OACS plans to hire a full time Community and Parent Liaison. OACS also intends to support parents through parent education opportunities, monthly meetings, monthly newsletters delivered through a Parent Calendar that are targeted to local needs and parent requests.[3]

Staffing: OACS intends to have a hiring fair on March 25, 2022. The intention of the fair will be to encourage the attendance of certified teacher and uncertified staff to highlight the following aspects of the OACS staffing program. OACS intends to hire teachers with 1-4 years of experience at $40,000 with a salary scale that offers a 5% pay increase yearly. Additionally, OACS intends to offer New York State Teachers Retirement in support of teacher retention.

Leadership Design: OACS's organizational structure is consciously built to address the school's key components, as well as alleviate typical responsibilities from the Principal so as to ensure that he/she/they is able to highlight and focus on immediate student and parent concerns as a priority, as well as the assembly of paperwork for the Board of Regents Review including proof of Performance Benchmarks. Additionally, considerations have been made due to the final size of the school so as to maintain the level of responsibility for all Directors throughout the school's growth.

The organizational structure contains 5 main Directors (4 plus the Principal)that stem from the Governance OACS Board, who review Directors' and teachers' annual evaluations through the portfolio process and reflective questioning, and utilize the Principal as the main contact. Internally, all Directors are on the same level which encourages daily meetings and communication to ensure that each branch is able to participate in the checks-and-balances system that ensures the back-end of OACS operates intentionally. As Directors' school hours are 7:30-4:00 (4:30 one time per month), the initial 30 minutes is meant to allow for the Directors to meet daily.

Affiliations: To ensure that OACS's curriculum is grounded in STEM Principles, OACS has cultivated notable partnerships and affiliations including, but no limited to Canticle Farms, Ellicottville Greens, Siemens, Boundless Connections, The University of Pittsburgh-Bradford Campus, The Cattaraugus County YMCA, Jamestown Community College, the Olean City Public Works Department (and Olean City Government), Cornell Cooperative Extension(EFNEP), 4H, local beekeepers, butchers, engineers, and scientists who value OACS' mission and philosophy.

[3] https://www.childwelfare.gov/pubpdfs/parented.pdf

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name:	Olean Academy Charter School
Proposed School Locations (District):	Olean School District, Cattaraugus County
Name of Exiting Ed. Corporation (If applicable):	

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."[1]

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application; [2]

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[1] N.Y. Education Law § 2854(2)(a)

[2] 20 USC § 7221b(b)(3)(J)

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted;[3] and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.[4]
- That the school will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED.

I, Joseph Franzen, hereby certify that the information submitted in this Full Application to establish Olean Academy Charter School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.
[redacted] Signature of Proposed BOT Chair: 8/22/22
Date:

[3] 20 USC § 7221b (b)(3)(K)
[4] 20 USC § 7221b (b)(3)(N)

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I.MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY:A.MISSION STATEMENT

1. Present the school's mission statement: OACS' mission is to ensure all students identify and expand their natural gifts and talents, as well as demonstrate academic proficiency. This is accomplished by providing an engaging, challenging, value-based education grounded in Science, Technology, Engineering, and Math.

2. Explain how the school will materially further one or more of the objectives specified in the Charter Schools Act: *(a) OACS will improve student learning and achievement by creating connection:* OACS has created a standards-based curriculum, with project and place-based interdisciplinary learning derived from the New York State Common Core and Next Generation Standards. This integrated curriculum ensures all students are able to identify and expand their natural gifts and talents and is engaging, challenging, value-based. The curriculum also supports teachers with differentiating their instruction, as it is spiraled using monthly themes and skills in a scripted order. Additionally, teachers are easily able to use place-based learning, beyond what is already scripted, due to connections previously made by OACS within the community. As place-based education is founded on the concepts of community, education for sustainability, and environmental education, OACS demonstrates clear value for local and regional history within the curriculum. A deeper perspective, ownership, and understanding of the complex natural, social, and cultural frameworks needed to successfully address the needs of community systems is developed. Students are facilitated through the process of growing appreciation for local and global understanding[1][2].

During K-8, students experience a variety of connections essential to learning and retaining academic information in order to help them identify and expand their natural gifts and talents. Academically, students experience embedded, project-based learning through STEM and Outdoor and Environmental Projects, as well as general yearly class projects that support a connection between NYS Learning Standards, STEM Integration, and OACS' Mission. These embedded projects align with the monthly academic themes and skills occurring throughout the curriculum. Additionally, each grade has 3 major field trips and/or local connections. By exploring aspects of typical curricula in a systematic way, teachers are easily able to incorporate the concept of Computational Thinking, linking the place-based and project based learning to technology, scientific and mathematical thinking.[3]

Additionally, students also experience embedded connections to improve social and emotional learning including those formed through our affiliates: Cattaraugus County SPCA, Ellicottville Greens, and Eden Heights Senior Facility. These opportunities for volunteering and demonstrations of caring within and outside of the school help students identify and expand their natural gifts and talents, are engaging, and are also value-based. Within the school day, students at all grade levels experience a semi-scripted Morning and Afternoon Whole School Meeting (Attachment 3b). For the first quarter, Grades K-2 separate for their own meeting focused on understanding the chosen words and concepts in a developmentally appropriate manner. Additionally, students will begin running the morning and afternoon meetings after the first quarter, allowing for every grade to practice presenting and supporting each other.

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[1] https://doi.org/10.4324/9781315795195

[2] https://www.ericdigests.org/2001-3/place.htm

[3] https://edu.google.com/intl/ALL_us/future-of-the-classroom/computational-thinking/#:~:text=Curricula%20focused%20on%20problem%2Dsolving,a%20toolkit%20of%20technical%20skills.

Kindergarten and Grade 1 will visit the Cattaraugus County SPCA to care for animals and write letters to the elderly while receiving mentorship from older students. Grade 2 will learn directly from St. Mary's for the Deaf students who will directly educate students on how to acknowledge their differences as you would acknowledge anyone else's uniqueness and treat them "as normal."[4]Additionally, Grade 2 students will volunteer for trash pick-up on a public street in Olean, New York while being directed by local community members who explain how their jobs impact the community. Grade 3 students will care for, monitor and hatch chickens, while also learning directly from a farmer how to care for animals. Grade 4 students will serve as mentors to Grade 1 students as they develop written pieces to publish. Grade 4 students will also co-develop or expand on an existing volunteer organization that can be used by students in following years during the school's "Programs Block." Grades 5-8 will participate in organized training and volunteer with St. Bonaventure's Mother House quarterly. Grade 5 is the specific training that will lay the groundwork for students to grow their perspective regarding socio-ED individuals and families. Grade 6 students will develop a functioning restaurant considering customer accessibility, and inclusion for employees. Grade 6 will also support the container garden program Ellicottville Greens intends to implement at OACS. Grade 7 students will serve as mentors to Grade 2 students during the trash collection of Union Street in Olean, New York. Grade 7 will also support the indoor gardening racks to demonstrate caring for the school's environment. Grade 8 students are guided to identify ecological problems that exist within the community of Olean, New York they have experienced both within, and outside their school. Should the student choose, these programs may springboard into the student's culminating high school projects conducted through the OACS Designed Interdisciplinary Sociology Class.

High School students will participate in courses based on the New York State Curriculum in preparation for earning either the CTE Pathway OACS intends to obtain through the affiliation with th University Pittsburgh-Bradford Campus, a STEM Regents or other NYS Regents track. In addition, OACS actively developed a mandatory elective course that supports the mission of the school, as well as the key components. In this course, students apply skills learned throughout the lower grades to develop a mature understanding of the world around them. Students build the ability to think between and within traditional academic disciplines, as well as execute self-directed research as well as action-based projects that positively impact the community. Students have the option to build collaborative learning communities while learning social skills through mentoring younger students, becoming critical leaders in the classroom, and completing an internship in a local organization. As an optional elective adding more opportunity for connection, the Seneca Nation, students will be afforded the opportunity to learn about Native American history through an anthropological lens, connecting local history to students' modern experiences.

Interdisciplinary Sociology Course Overview (Sociology of Community, Agriculture and Food Systems): OACS' Interdisciplinary Sociology Class is a mandatory course counted as an elective. This course blends the standards and learning of a collegiate 100 level college sociology course based on the history and current situation of agriculture, culinary arts, the food system, along with the local community as interconnected to our global world. As an elective course that must be taken starting in Grade 9, the goal is for OACS to obtain approval for the course to provide

[4] https://www.respectability.org/inclusion-toolkits/etiquette-interacting-with-people-with-Disabilities/#:~:text=People%20with%20disabilities%20are%20human,are%20having%20a%20long%20conversation.

college credit, while providing a hands-on and community-based understanding of broad sociological concepts. This course will be mandatory for all students, but is essential for those who intend to earn CTE Pathway Credit.

The curriculum delivers coursework that reflects the larger movement to delve deeper into agriculture classes through a lens that connects agriculture to becoming a doctor, teacher, parent, lawyer, politician, business person, or, if it turns out, farmer. The students will have a shared fundamental experience base through the set project-based learning activities, outdoor and environmental excursions, and the personal exploration of the world through their personal projects completed from Grades K-8 and also the first two years of the Sociology Course.[5]

Throughout the Interdisciplinary Sociology Course, students will learn the intricacies of human biology including how humans grow, socialize, change, interact and cooperate. Understanding the history of human generated technology is essential to study how society adapted to an ever changing and more complicated cultural and social framework along with the physical environment. The study of sociology offers insight into the social engineering of institutions of power throughout history and into the present while also providing opportunities to see how physical engineering has shaped cities like Olean and the community in which we live. These experiences are built into the class as it explores the immediate world around them and pulls from past experiences of students through their K-8 curriculum that used Olean, New York as their classroom. Math and technology skills are essential as students will analyze data sets about the community, and attempt to manage a simulation of an early Neolithic society without a concept of money. This clearly builds on the intermediate topics that analyze prehistoric societies. Even more specifically, each of the units is paired with the tools and skills needed to create a specific dish whether that means building a fire, building a platform and managing a 30 lb. cast iron stew pot, running a sausage grinder, studying the asexual reproduction of yeast and then capturing wild yeast from the local environment to leaven the bread, or understanding how DNA sequencing and ancestry websites function to track down the culinary heritage that belongs to a student, trying them to the past and the current learning experience.

Students will become a participating citizen of a society by identifying potential issues within the community, conducting STEM research, collaborating with peers, engineering an action plan, executing the action, and analyzing the process as a whole to understand the success, lessons, and impact of their choices.

(b) OACS will increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure by intentionally spiraling the curriculum and offering guided choice: Research demonstrates that students who are at-risk of academic failure require a broad variety of learning experiences that involves systematic delivery emotional, behavioral, and academic support to achieve success.[6] OACS has intentionally spiraled the curriculum to ensure that students receive major concepts, root standards, specific skills, and school-based values multiple times throughout all grade levels. The demonstration of spiraling and networking allows all students, including at-risk students,

[5] https://www.edutopia.org/pbl-research-learning-outcomes
[6] https://www.ncbi.nlm.nih.gov/books/NBK223640/

SWD, and ELL students to receive support without isolating deficiencies.[7][8]

In addition to an intentionally developed curriculum, OACS' Programs Block (Attachment 3B)is an opportunity for students to self-select a club offering the practical application of the skills students learn in class.[9] The environment is meant to create opportunities for multi-age and multi-ability problem-solving, and allows for struggling students to receive cooperative support from others without appearing to be singled-out. Students are able to identify and explore their natural gifts and talents while executing STEM principles that support academic proficiency. This is a time when students who may also require mentoring or counseling can receive their time without disruption to their core classes and without drawing negative attention from other students. Unless selecting a program designated through an outside organization[10] (theater, dance, etc.)students will participate in a topic-based training that delivers a clear organization of the steps necessary to participate in the club. These include, but are not limited to: the objectives for the club that was selected, the procedures/regulations/rules necessary for the program to function appropriately, how to perform necessary duties, whether an application for a specific position is necessary, whether specific vocabulary and language are necessary.

Throughout a student's time at OACS, they experience each program at least once. Should a student participate in every club, the student would address multiple state standards. According to the Career and Technical Standards developed to support the CTE Agriculture path OACS intends to offer, the following standards will be met, along with many others appropriate to a student's specific grade level and a STEM focus: basic operations, word problems and problem-solving, measurement, design, mapping, as well as a host of interpersonal skills.

Further supporting OACS mission of supporting all students including those considered at-risk, OACS plans to hire a full time Social Worker, Special Education Teacher and a Reading AIS support teacher starting in Year 1. As the high school opens, OACS also expects to employ a part-time Guidance Counselor. To ensure an increased level of communication with parents, OACS intends to hire a full time Community and Parent Engagement Coordinator who will lie under the Director of Programs. This configuration ensures that parent communication is relayed to the directors of the school and ensures that students and families are directly serviced in a way that supports their needs in the most efficient way possible[11]

(c) OACS will encourage the use of different and innovative teaching methods: As outlined throughout this application, OACS has integrated unique and innovative teaching methods as the foundation for development. In addition to in-class and community connections, OACS has developed a fully integrated music and art curriculum. The purpose is to actively connect students to music and art history, as well as local musicians and artists while guiding them in developing a love for music and art beyond playing an instrument, singing a song, or drawing a picture. Both integrate the Bloom's Taxonomy utilized, the grade level's monthly topic, as well as

[7] https://www.cambridgeassessment.org.uk/Images/598388-perspectives-on-curriculum-design-comparing-the-spiral-and-the-network-models.pdf

[8] https://www.apa.org/monitor/2012/02/at-risk-students

[9] unless otherwise designated by a parent or the school-team

[10] outside organizations will need to require their educators to participate in the same state requirements as a substitute teacher including fingerprinting and a criminal background check

[11] https://www.apa.org/monitor/2012/02/at-risk-students

specific community affiliations to support students' exposure to The Arts.[12]

More specifically, the music curriculum is a modified version of Music Learning Theory (MLT). MLT was developed by Edwin Gordon to develop audiation (thinking in sound)in students. This is done through learning sequences developed from research on how we, as humans, develop language abilities, and begin to think in words.[13] During the Art curriculum, students conduct artist studies and develop a master reproduction monthly.[14] This exercises and expands students' abilities in fine arts, art history, and art analysis.

Conscious and purposeful planning for all subjects includes thematic and Blooms Taxonomy skill-based monthly planning to allow students the opportunity to experience standards multiple times and in multiple ways over the course of a single month before mastery is expected. This, supported by the purposeful integration of Mastery Learning techniques including progress monitoring and corrective procedures will ensure students' success at all grade levels.[15]

(d) OACS will create new professional opportunities for teachers, school administrators and other school personnel: The members of the OACS Founding Board noted the importance of teacher retention and professional development opportunities for all staff in order to create the school culture that is reflective in the school's mission. To ensure this will occur, OACS has affiliated with St. Bonaventure University for professional development opportunities, as well as the potential for ESL and ENL specific training and coursework. As St. Bonaventure transitions to develop a professional education program designed to prepare graduate students to teach English to speakers of other languages, it is more than likely the current affiliation will afford OACS the ability to have educators trained in the necessary coursework. Additionally, this university affiliation will support OACS with specific Special Education training for staff should the school lack the necessary staff.

OACS has also affiliated with Starbridge, a SWD support company who supports parents and teachers with Special Education training and intends to use this affiliation for parent-teacher training opportunities that will also highlight Starbridge's community outreach. Another affiliation meant to support professional development lies with LCMHC Aimee Kaple to support teachers with specific training for at-risk students, ED students, and trauma-informed training. These specific trainings will involve teachers learning intentional, research-based teaching practices to support students' mental and emotional health. These affiliations allow for specific trainings to occur during the professional development weeks before school starts, and periodically throughout the school year. OACS is also working to develop online, self-paced professional development opportunities with our current affiliations.

Within the first 5 years, OACS plans to internally promote 9 individuals for "Head of" positions that include, but are not limited to, elementary and high school curriculum, programs, student services, STEM related components, SEL support, SWD support, ELL support, and ED student support. These positions will support the development of the school's culture, while also encouraging further professional development amongst the staff.

(e) Provide parents and students with expanded choices in the types of educational

[12]https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/#:~:text=Familiarly%20known%20as%20Bloom's%20Taxonomy,Analysis%2C%20Synthesis%2C%20and%20Evaluation.

[13] https://giml.org/mlt/about/

[14] http://www.spacial-anomaly.com/why-reproducing-art-is-an-important-learning-tool-for-artists/

[15] https://us.sagepub.com/sites/default/files/upm-assets/7281_book_item_7281.pdf

opportunities that are available within the public school system: After speaking to more than 175 parents from Olean, New York and the surrounding communities, all expressed concern regarding the lack of school choice in the area. Currently, there is a K-12 Catholic, private school named Archbishop Walsh, as well as a Christian-based school named New Life. Archbishop Walsh offers the IB Curriculum, as well as a Catholic-base. This is a tuition-based school where many parents are unable to pay the $9,000 tuition. New Life is a tuition-based environment, but their volunteer teachers are uncertified. Neither of these schools offer an agriculture or a STEM program, though both have spoken about expanding their curricula to include such a component.

Currently, Olean Public Schools do not have an embedded STEM program, nor do they have an extensive program running between Kindergarten and Grade 8. The Jamestown-based company "Dream-It, Do-It" has supported the integration of STEM components within the public elementary and high school in isolation(citation). Olean Public Schools also lacks an agriculture program or a similar focus. The Cattaraugus County BOCES does not offer a CTE Agriculture program, though OACS is planning to obtain CTE Pathway certification for Agriculture and has established contact with the necessary state departments and completed the necessary paperwork to apply when the high school would open in 2024.[16]

OACS would be the first school in Olean, New York to offer a tuition-free school with an embedded STEM program focused on Agriculture that is not religious, but is value-based.

(f) OACS will provide performance-based accountability systems that meet or exceed measurable student achievement results: OACS believes students learn best when a consistent and stable environment is built around them. A variety of assessments including pretesting and practice testing are a vital component of a student's, a classroom's, and a school's success.[17]

From Kindergarten to Grade 8, all teachers use a holistic approach to assessing students. This means that the whole child is considered when a teacher performs an assessment. Students participate in benchmark assessments at the beginning of the year. Additionally, students from K-8 will participate in Reading A-Z, Fountas & Pinella aligned letter, phonics, and leveled reading assessments. Additionally, teachers will use the previous years released test questions on the New York State Math and Reading Assessments to support identifying the specific standards that must be highlighted when further developing the year's curriculum. High school teachers will be strongly encouraged to test students' base knowledge in their subject-area, though it will not be required. This provides the teachers with vital information necessary to further develop the existing curriculum to ensure proficiency is achieved by the end of the school year. Initial Benchmarking also easily informs parents of their child's strengths and areas of needed improvement. An overall assessment will be delivered to the parents while the specifics will be used internally.

These benchmark assessments are placed in a student's portfolio for ongoing review. The effective development of the portfolio while students complete assignments and projects presented in the curriculum, as a means of assessing the whole-child will ensure that students diagnosed as SWD, ELL students, or those at risk of academic failure will have accurate representation of their strengths and areas of needed growth.[18]

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[16] https://www.e2ccb.org/programs.cfm?subpage=288128

[17] https://psycnet.apa.org/doiLanding?doi=10.1037%2Fxap0000345

[18] https://files.eric.ed.gov/fulltext/EJ1328334.pdf

OACS chose to develop a universal grading system from Grades 1-8, combined with individual class rubrics. This universal system is designed to help raise the level of education within the school to support students achieving their highest potential. Universal rubrics communicate high expectations and goals while giving students a frame to receive their teacher's rubrics. This offers more communication of general expectations and end-goals.[19]

Throughout the year, teachers in Kindergarten to Grade 8 use a variety of additional assessment and scoring methods that will be included in the students portfolio such as a standards-based checklist, self-reflective rubric, general rubrics, teacher anecdotal notes, self and peer anecdotal notes, as well as point/percentage based. Teachers will use embedded projects, journals, drama and presentations, group work, multiple choice activities, pictorial assessments, verbal assessments, and anecdotal notes. Elementary students (K-4)use a standards-based report card. All Intermediate students (5-8)use a subject-based report card in preparation for high school.

During high school students experience a variety of assessments, as well as the overall assessment and portfolio development within the Interdisciplinary Sociology Course. Individual teachers will be afforded professional discretion in an attempt to prepare students for college, while maintaining the following expectation for coursework:50% in-class work (teacher annedotals, portfolio assessment, self-reflective practices, etc.), 20% formal tests and quizzes, 20% class participation (whole group, small group, team, and pair participation). 10% outside of class participation (necessary homework, flipped classroom work)

3. Present the school's mission-specific goals and explain the rigor and ambitiousness of those goals. OACS will identify mission-specific goals as "successful, partially successful, or unsuccessful" by meeting the following performance goals[20]:Students in Grades K-2 will receive individual support to complete the student survey, though they will not be required to complete questions identified for Grades 3-12.

a. Consistently offer students opportunities to identify and expand natural talents:

i.*OACS will maintain a schedule conducive to allowing students to self-select learning opportunities to support all students including those at risk for academic failure:* OACS will maintain a subject-based cross over schedule that runs from 8am to 3:30pm to ensure that students will have a minimum of 45 minutes to experience self-selected activities and additional support and study halls for high school students. *Success Criteria*: OACS will perceive success when the school maintains the ability to provide a minimum of 45 minutes for student self-selected activities. *Means of Assessmen*t: Survey, Yes/No Analysis Survey Survey

ii.*OACS will ensure sufficient funding exists to offer programs students can self-select to discover their natural talents*: OACS will evaluate daily operations systems and financial expenditures weekly during Director Meetings. These evaluations will include the following questions accompanied by a spreadsheet of expenditures and projected expenses developed by the Director of Operations: Are daily operations allowing for the mission of OACS to be executed? What are the necessary teacher/parent/student complaints that require attention (See School Policies)? Is there sufficient funding to ensure that scheduled field trips and programs budget concerns will be met? *Success Criteria*: OACS will perceive success when the expenditures

[19] https://marcolearning.com/rubrics-friend-or-foe/

[20] http://archives.gadoe.org/DMGetDocument.aspx/Attachment3.pdf?p=4BE1EECF99CD364EA5554055463F1FBB77B0B70FECF5942E12E123FE4810FFF5BCC5B826721EFEABE362A032E0224F4C&amp%3BType=D

regarding daily operations and school programs (agriculture, Programs Block, 4-H after school program, including sports)are within budget. *Means of Assessmen*t: Discussion, Yes/No Analysis Survey, budget evaluation during Director meetings

iii.*OACS will ensure parent, student, and community input is incorporated regarding addressing students' identifying their natural gifts and talents:* Parents, students and community members affiliated with the school will receive an emailed survey quarterly. Within the survey, the following questions will address the opportunity for stakeholders to contribute to furthering the mission of OACS: Parents: Do you believe your child's natural talents are able to be explored at OACS? (Yes/Somewhat/No)What additional programs, speakers, events would you encourage OACS to include next year? (open-ended) Students: What do you believe your natural gift or talent is? (open-ended)What would you like to explore while at school? (open-ended) Community: Do you believe OACS has utilized the current affiliation with your organization? (Yes/Somewhat/No)How would you recommend OACS further the affiliation you have formed with the school? (open-ended). *Success Criteria:* In the quarterly survey, OACS will identify success when 75% of parents, students or community members express Yes or Somewhat for Yes/Somewhat/No questions. *Means of Assessment:* Survey,Yes/Somewhat/No response Survey

b. Offer an engaging curriculum for students:

i.*OACS will offer notable professional development opportunities that include affiliations included, but not limited to: St. Bonaventure, Cattaraugus County Department of Health, and Boundless Connections*: In a conscious effort to ensure that teachers will continue to pursue the life-long learning OACS is striving to cultivate with students, consistent professional development will be incorporated into the yearly calendar with the specific highlights: Special Education, SEL, ELL, at-risk students and Behavior Management. *Success Criteria:* OACS will perceive success when, during one academic year, a minimum of 90% of all full-time staff attend a minimum of 3 professional development hours focused on SWD, SEL, ELL, or Behavior Management beyond the mandatory offered by OACS. *Means of Assessment: Survey, staff respond with the names of the professional development*

ii.OACS will ensure students participate to build and expand the school community with the school: As the concept of community is a vital component imbedded in OACS curriculum and therefore culture, active participation in the school's Programs Block will be essential to identifying and developing the opportunities for students to identify and develop their innate skills while building and expanding the school community. Each program has a purposeful manual that overseeing teachers will use to draw a conscious connection between the listed program, the student's grade level curriculum, and the opportunities for life-long learning and possible future opportunities. OACS recognizes that, since the school day is extended, monitoring attendance during the Program Block will be necessary to those unfamiliar with extended day learning. *Success Criteria:* OACS will perceive success when 85% of students attend the school Programs Block and actively participate in the designated time for students to actively participate in programs that help to identify individual strengths, while contributing to the school community (Attachment 3B).

Means of Assessment: Analysis of attendance records and teacher notes for student report cards

*iii.OACS will ensure students participate in meaningful activities (Grades 3-12)***:** It is essential to identify whether components of the OACS curriculum are purposeful according to student perception. OACS will ensure that volunteer opportunities exist throughout the grade levels

(quarterly), but whether students are able to recall those experiences will determine whether the experiences are meaningful. Grade 12 students will also demonstrate a purposeful experience through the Sociology Classes which focuses specifically on students self-identifying community problems and the solutions that can be explored. *Success Criteria:* OACS will perceive success when, through survey, 85% of all students recall at least one opportunity that they participated in throughout the year, as well as 85% of Grade 12 students specifically stating their experience through the Sociology classes were purposeful (respectively). *Means of Assessment:* Survey, Yes/No Analysis Survey (Grade 12 students)

c. Ensure a challenging educational environment

*i.OACS will maintain a challenging educational environment:*Within Olean City Public Schools, Elementary students earn 52% Math proficiency and 44% Reading proficiency and middle school earn 52% proficiency in Math and Reading. High school students obtain 78% Math proficiency and 80% Reading proficiency.[21] Of the high school students, approximately 25-30% will not graduate.[22] 53.6% of Olean, New York residents are noted as ED. [23] Cattaraugus County, where Olean New York is, is noted as the 3rd poorest county in New York State.[24] OACS is keenly aware that students demonstrating proficiency regarding academic achievement is a vital component of a successfully challenging educational institution.*Success Criteria #1:* OACS will be perceived as successful if, by the end of Year 3: 65% of students in Grades 3-8 will achieve proficiency on the New York State Assessment in Math and Reading. Specifically, subgroups (SWD, English language learners/multilingual learners, and ED students)will demonstrate a 10% increase in proficiency from Year 1. By the end of Year 3 (first high school graduation year)The high school graduation rate for OACS will be greater than 85%. Additionally, 75% of Regents test scores will be scored at a 3 or above. By the end of Year 4 (the end of the penultimate year): 75% of students in Grades 3-8 will achieve proficiency. Specifically, subgroups (SWD, English language learners/multilingual learners, and ED students)will demonstrate a 15% increase in proficiency from Year 1. By the end of Year 4 the high school graduation rate will be 90%. Additionally, 75% of Regents test scores will be scored at a 3 or above. *Success Criteria #2:* OACS will be perceived as successful if OACS students (K-8) assemble a standards-based portfolio using their classroom teacher's focus. To monitor students progress, confirm the continuity of the curriculum, and support closing gaps that may arise throughout the execution of the curriculum, 75% of students will achieve 75% or greater proficiency in the stated standards from core subjects (Reading, Math, Social Studies, Science). During Grades 11 and 12, 85% of students will complete the necessary components for the practicum related to the Sociology Course meeting the necessary standards, rubrics, and evaluations. *Means of Assessment:* New York State Assessments, Graduation Rate, Standards-Based Portfolio

d. Monitor the effect of core value focus

i.OACS will ensure the school community maintains a focus on the school's stated core values.

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[21] https://www.usnews.com/education/k12/new-york/districts/olean-city-school-district-107096#:~:text=Olean%20City%20School%20District%20contains,district's%20minority%20enrollment%20is%2020%25,%20,https://data.nysed.gov/assessment38.php?subject=Reading&year=2021&instid=800000054734,%20,https://data.nysed.gov/assessment38.php?subject=Mathematics&year=2021&instid=800000054734

[22] https://data.nysed.gov/profile.php?instid=800000054734

[23] https://www.usnews.com/education/k12/new-york/districts/olean-city-school-district-107096#:~:ntext=Olean%20City%20School%20Distric t%20contains,district's%20minority%20enrollment%20is%2020%25

[24] https://www.census.gov/quickfacts/cattarauguscountynewyork

OACS has adopted school values linked to school rules that develop the acronym "CARE": We participate in **Community service and community involvement.** We demonstrate **Accountability** for our actions. We maintain **Respect** for community and self. We show **Empathy** towards others, including personal and global issues. Adherence to these school rules, along with the school's Behavior Policy will be monitored with referrals through the Tier 2 Intervention and General Referral Program, Students Are Number One Program (Curriculum 3b, SANO, OACS: RTI Tier 2 Intervention Plan). OACS will communicate goals regarding the school's values to parents in newsletter format, and will therefore also assess parents' interpretation of the school's ability to maintain a strong focus on values. *Success Criteria #1:* OACS will perceive success if, from Year 1 to Year 2, the number of SANO behavioral (non-academic)referrals will decrease by 10% when comparing each month. OACS will perceive success if, from Year 3 to Year 4, the number of SANO referrals will decrease by 10%, therefore 20% from Year 1, when comparing each month. *Success Criteria #2:* OACS will be perceived as successful if 75% of parents are satisfied with the school's adherence to the school's stated values based on the question: "Do you believe OACS has addressed the following values (individually): **Community Service and Community Involvement, Accountability, Respect, Empathy"** *Means of Assessment:* Monitoring and Evaluating SANO referrals, Yes/No Analysis Survey

e.Utilize STEM philosophies through the curriculum

*i.OACS will ensure the school is grounded in STEM philosophies by reflecting on specific components of the curriculum through teacher evaluation of the following components:*OACS' Agriculture Program, Technology Incorporation, Incorporation of Engineering Design and Systematic Implementation, Evaluation of the Practical Application of Math[25]

As OACS is a STEM school environment, therefore it is essential for the school to imbed STEM philosophies and practices within the curriculum to avoid using these components in isolation.[26]As classroom teachers are responsible for the delivery of OACS' STEM curriculum, evaluation of the components will occur by using the following questions: "Do you believe your grade level and/or course actively demonstrates the application of STEM within agriculture? If not, what do you believe can be further improved upon? Do you believe you are adequately prepared to incorporate technology into your classroom and avoid using technology in isolation (learning games, a single learning center, student research, etc.)? If not, do you have suggestions on how OACS can support you in furthering your understanding of technology? In your classroom, did your students participate in a component of engineering design and systematic implementation of engineering? If not, where might this be added within the curriculum next year (month, theme, project, etc.) Do you believe your classroom was afforded the opportunity to practically apply Math skills? Why or why not?" *Success Criteria #1:* Success will be noted when 75% of teachers will demonstrate positive responses to each question asked. *Means of Assessment:* Yes/No Analysis Survey

B. KEY DESIGN ELEMENTS

OACS has selected specific Key Design Elements linked directly to the school's mission. These elements are components of the school which are currently not addressed in Olean Public Schools. The founding board selected these elements as they are major components of the school's daily operations, community engagement, as well as the school's curriculum.

[25] https://stemeducationjournal.springeropen.com/articles/10.1186/s40594-020-00259-8

[26] https://www.researchgate.net/publication/282704992_Philosophy_of_STEM_Education_A_Critical_Investigation

1. STEM Focus Across The Curriculum: OACS will provide an engaging, challenging, value-based education grounded in Science, Technology, Engineering, and Math.[27] STEM is an acronym for Science, Technology, Engineering and Mathematics and schools who adopt this acronym as a base for their curriculum strongly integrate these subjects to help students gain the skills required to succeed as life-long learners.[28] This includes the ability to think critically, solve complex problems, and drive advancements in science and technology. STEM includes the following areas of study: Natural, Physical, and Live Sciences, Computers, Electronics, and all types of Mathematics.[29] To ensure that OACS' curriculum is grounded in STEM Principles, OACS has cultivated notable partnerships and affiliations including, but no limited to Canticle Farms, Ellicottville Greens, Siemens, Boundless Connections, The University of Pittsburgh-Bradford Campus, The Cattaraugus County YMCA, Jamestown Community College, the Olean City Public Works Department (and Olean City Government), Cornell Cooperative Extension(EFNEP), 4H, local beekeepers, butchers, engineers, and scientists who value OACS' mission, curriculum and educational philosophy and are conscious of the social and fiscal responsibilities a charter school, as a 501c3 has. Across the United States, educators and agriculturalists have noted the need for a change in school curriculum, as well as an increase in opportunities outside of school, for the blending of STEM philosophies and agriculture[30]

Olean has a historically strong presence of farmers, though there has been steadily decreasing over the years, notably 5% from 2014-2019.[31] OACS has a goal to increase awareness of the need for an increase in farmers, sustainable farming practices, and an increase in modern agricultural engineering practices. Though OACS does not suspect all students will graduate through the proposed CTE Agriculture Pathway, the hope is that students are able to find their passion while participating in STEM, agriculture and outdoor education that can solidify key standards necessary for success with lifelong learning[32]. In addition, OACS also intends to offer the General Education Work Experience Program and the Work Experience and Career Exploration Program which specifically target ED students and offer an added layer of support for alternative learners.

2. Value-Based Education: OACS will offer a positive, safe and healthy environment where all members feel respected while supporting students in becoming life-long learners. Our values include the concept that "**We CARE!":** We participate in **Community** service and community involvement. We demonstrate **Accountability** for one's actions. We maintain **Respect** for community and self. We show **Empathy** towards others, including personal and global issues. OACS systematically pre-set students, including those who may require additional SEL support without drawing unnecessary attention as a school and within the classroom. OACS has integrated specific reflective questions that cultivate an understanding of the schools core values during an outlined school-wide Morning Meeting[33]. By addressing SEL and school values using a whole-school approach and then within the classroom, a level of consistency is

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[27] https://www.researchgate.net/publication/282704992_Philosophy_of_STEM_Education_A_Critical_Investigation
[28] https://nap.nationalacademies.org/read/18612/chapter/3#14
[29] https://nap.nationalacademies.org/read/18612/chapter/3#14
[30] https://www.nsta.org/connected-science-learning/connected-science-learning-october-december-2020/growing-stem-learning
[31] https://www.oleantimesherald.com/olean/number-of-cattaraugus-county-farms-drops-8-over-5-years/article_88c65518-fe39-5e13-b792-a0fc497a79fd.html
[32] **https://rdcu.be/cSjiB**
[33] https://apertureed.com/4-reasons-start-school-day-morning-meetings/

established for staff and students that works to decrease attendance concerns, behavioral concerns, and will contribute to the overall demonstration that the school values are embedded throughout the OACS community.[34] OACS has partnered with the African American Cultural Center for quarterly activities so that, though the minority population is 7% in Olean, New York, will expose students to diversity, equity, and inclusion support for students. [35] An additional partnership with Aimee Kaple (LMHC), intends to support teachers, parents, and students periodically throughout the school year. Additionally, as previously mentioned, OACS has chosen to imbed volunteer opportunities into the curriculum to support students growing into a place of empathy.

3. Student Accountability: OACS pledges to offer a grounded, value-based environment where students are held accountable for their choices. Students will be systematically exposed to reflective and open-ended questions that support students in receiving guidance with behavior and academics through the use of a morning and afternoon group meeting, individual meetings with teachers, and meetings under the Director of Student Services, including but not limited to the Social Worker, Special Education Teacher, Nurse.[36] OACS believes it is our responsibility as educators to ensure that every student receives the best possible quality education that includes individualized components and open communication among all school members including the teachers, parents, and other staff members. By increasing effective communication among the adults who interact with a student, OACS believes that the student will be more successful in school.[37]

OACS intends to support teachers and parents with ensuring student accountability by utilizing a school-developed system called "Students Are Number One" (SANO). This system monitors student progress regarding specific goals identified by a team of educators. These goals can be academic or behavioral, and stem from open communication that occurs after the teacher has attempted Tier 1 intervention strategies. Within this program will be the option for student mentoring and an internal support plan that includes counseling, and academic support services through AIS. Students identified as High Risk, SWD or ELL will receive tailored support as the team of Directors will meet weekly to address SANO referrals and ensure that plans developed are supporting the teachers in their execution of the suggested methods as research has demonstrated how vital it is for school building leaders to support teachers as they execute support plans for students[38]. OACS has developed a school-wide behavior management plan embedded within the full school policy book specifically addressing behaviors parents have brought to the founding board's attention through email and general conversation including, but not limited to bullying and name-calling (https://docs.google.com/document/d/1Wfj8tS uxEbvT9q6HdxpUrUS9WVo-vRgs43csNTs88LQ/edit?usp=sharing)The positive results of school-wide behavior management plans prompted the founding board of OACS to develop a plan that, similarly to the curriculum, is embedded throughout the school and not held in isolation within a classroom or at a certain point of the day.[39] The OACS school-wide behavior management policy includes students earning points that convert to dollars based on their hired

[34] https://www.futureswithoutviolence.org/the-whole-school-approach/
[35] https://africanamericancenterforculturaldevelopment.org/olean/
[36] https://www.responsiveclassroom.org/stop-and-think-teaching-students-to-reflect/
[37] https://scholar.harvard.edu/files/mkraft/files/kraft_dougherty_teacher_communication_jree. pdf
[38] https://files.eric.ed.gov/fulltext/ED477115.pdf
[39] https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.467.6159&rep=rep1&type=pdf

jobs and effective participation in the school's Program's Block, as well as abiding by the school's rules (school values)throughout the day. Class Dojo points support students in earning the dollars they can then use to spend at the school store, save through the school bank, spend at the school post office, or at other school community program components[40]

4. Community Involvement: OACS will include families and community members in school choices whenever possible, to ensure student success at home, in school and in the community. This includes opportunities for diagnosed SWD, ELL students, or ED students to receive support regarding communication, identifying support services in the school, and developing connections with community organizations. **Community Service:** As the curriculum incorporates community partnerships that include volunteering opportunities, students will participate in community service periodically throughout their time at OACS. Grades 2 and 4 integrate specific projects dedicated to community service. During Grades 5-8, students will participate in quarterly career exposure days (totaling visits to 16 businesses by the end of Grade 8)where students will reflect and present their experiences. All grades will participate in classroom community service support including, but not limited to: letter writing to the elderly, food-collection, and donation collection for a class-selected cause. Students in Grades 9-12 will be required to complete a minimum of 15 hours of community service each year. **Internship Opportunities:** Starting in Kindergarten, students will be exposed to speakers from local businesses that hold direct links into the curriculum. Specifically in high school, students will participate in an internship opportunity for at least one semester. Students will participate in the OACS evaluation process where they are able to set goals and demonstrate how they clearly meet those goals through a mutual review process. Internships are beneficial and essential to 21st century learning and current student success.[41] Additionally, students with special needs and those diagnosed with necessary supports have seen tremendous academic and social progress by participating in internships.[42] For this reason, OACS has developed a purposeful internship program that allows students to begin the process in Grade 8 with an on site internship at Canticle Farms drawing parallels between the classroom STEM learning and how it is executed, as well as a full Integrated Sociology Course surrounding the concept of identifying a specific passion to delve into through an internship and development. **Home-School Connection:** OACS plans to hire a full time Community and Parent Liaison. This individual will speak Spanish and support with the translations that may be necessary should the area acquire more Spanish speaking students. OACS also intends to support parents through parent education opportunities, monthly meetings, monthly newsletters delivered through a Parent Calendar that are targeted to local needs and parent requests.[43] To ensure parents of students diagnosed as SWD, ELL or ED are able to speak with their child's teacher consistently throughout the year, OACS will offer parent-teacher meetings 3 times per calendar year with the expectation of parents attending twice as free child care will be offered.[44]

C. STUDENTS AND EDUCATIONAL MILIEU

Community Background: The current population of Olean city is 13,580, which is a small

[40] https://www.classdojo.com/
[41] https://xqsuperschool.org/rethinktogether/high-school-paid-summer-internships/
[42] https://www.navigatelifetexas.org/en/blog/article/the-benefits-of-internships-for-people-with-disabilities
[43] https://www.childwelfare.gov/pubpdfs/parented.pdf
[44] https://kidshealth.org/en/parents/parent-conferences.html#:~:text=Parent%2Dteacher%20conferences%20are%20usually,to%202%20months%20in%20advance.

decrease from the 2019 population of 13670.[45] Elementary students earn 52% Math proficiency and 44% Reading proficiency and middle school students earn 52% proficiency in Math and Reading.[46] High school students obtain 78% Math proficiency and 80% Reading proficiency.[47] Of the high school students, approximately 25-30% will not graduate.[48] 53.6% of Olean, New York residents are noted as ED. [49] the percentage of ED remains steady around 58% and Cattaraugus County remains the seventh poorest county in New York State with neighboring Allegany at third[50]. Neighboring school districts OACS would also plan to accept students from also include Allegany-Limestone, Franklinville, Cuba, Bolivar-Richburg, Friendship, Hinsdale, Portville, Genesee Valley and Salamanca, though the targeted student population will come from Olean and will be ED. OACS school design and curriculum were purposefully created to help prevent population loss in the area, and create social value for the area surrounding Olean, New York.

STEM Integration: Olean Public Schools has introduced a variety of isolated STEM programs including[51], but not limited to special programs through "Dream It, Do It"[52] from Jamestown, New York and "Boundless Connections"[53] from Olean. OACS has chosen to affiliate with the female, minority run Boundless Connections and through conversation OACS has learned that the lack of STEM integration in the public schools. Within conversation it was established this lack is not due to funding, but an inability to effectively execute developed plans and possibly unpublicized reasons. Olean Public Schools has chosen to expand focus on their afterschool programs and offering students' STEM experiences during after school hours unknown reasons[54] OACS has chosen to fully integrate STEM philosophies into the school day and include an extended day. Additionally, OACS also partnered with 4H to develop a separate agriculture and STEM-based afterschool program. The goal for OACS is not to compete with the public school, but rather fill the gaps that exist with the school's programs that the district-wide improvement plan continues to lack.[55] **SWD:** Olean Public Schools services a SWD population of 17% of 2218 students, and therefore approximately 377 students.[56] OACS intends to service 160 students in Year 1. Of those students, OACS is financially preparing to receive 17-20% classified as SWD. After speaking with Allison R., a parent with 3 students who are diagnosed with Special Needs, she believes there is a lack of communication between the school district and the parents of

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[45] https://datacommons.org/place/geoId/3654716?utm_medium=explore&mprop=count&popt=Person&hl=en

[46]https://www.usnews.com/education/k12/new-york/districts/olean-city-school-district-107096#:~:text=Olean%20City%20School%20District%20contains,district's%20minority%20enrollment%20is%2020%25,%20,https://data.nysed.gov/assessment38.php?subject=Reading&year=2021&instid=800000054734,%20,https://data.nysed.gov/assessment38.php?subject=Mathematics&year=2021&instid=800000054734

[47]https://www.usnews.com/education/k12/new-york/districts/olean-city-school-district-107096#:~:text=Olean%20City%20School%20District%20contains,district's%20minority%20enrollment%20is%2020%25,%20,https://data.nysed.gov/assessment38.php?subject=Reading&year=2021&instid=800000054734,%20,https://data.nysed.gov/assessment38.php?subject=Mathematics&year=2021&instid=800000054734

[48] https://data.nysed.gov/profile.php?instid=800000054734

[49] https://www.usnews.com/education/k12/new-york/districts/olean-city-school-district-107096#:~:ntext=Olean%20City%20School%20Distric t%20contains,district's%20minority%20enrollment%20is%2020%25

[50] https://en.wikipedia.org/wiki/List_of_New_York_locations_by_per_capita_income

[51] https://www.oleanschools.org/Page/4454

[52] https://boundlessconnections.com/

[53] https://didiwny.com/

[54]https://www.wgrz.com/article/entertainment/television/programs/daybreak/teens-help-to-reimagine-oleans-dream-it-do-it-other-after-school-programs-in-wny-back-to-school/71-8e21c91c-b0e4-4f9d-a142-91a054bcfd97

[55] https://www.oleanschools.org/cms/lib/NY19000263/Centricity/Domain/504/Olean%20-%202021-22%20DCIP.pdf

[56] https://data.nysed.gov/specialed/?year=2020&instid=800000054734#EnrollmentandClassificationRate

children with special needs. OACS has secured a verbal affiliation with Starbridge TIES Program to increase communication between the school and parents of SWD. T.I.E.S is a program dedicated to supporting parent education for SWD[57] Allison has agreed to work as the T.I.E.S coordinator should the OACS be opened. OACS is employing a full-time Special Education teacher, as well as a Director of Students Services who is expected to service a maximum of 6 SWD. At a maximum, OACS could receive 20% of the population as SWD or 24 students at its maximum for Year 1 as the full-time special education teacher would service 20 students and the Director would service 4. During Year 2 OACS could receive 20% of 195 totaling 39, as there will be a second full time Special Education staff member employed. During Year 3 OACS could receive 20% of 215 totaling 43. After Year 3 a third Special Education Teacher will be employed ensuring that the school can service a maximum of 66 SWD. **ELL:** Within Olean Public Schools, there are 10 individual students considered to be ELL.[58] OACS is preparing for the possibility of 1-2 students by ensuring that a full-time AIS Teacher is employed, as well as availability for ELL professional development through St. Bonaventure. St. Bonaventure intends to develop a full ELL program, noted in Section **D. SPECIAL STUDENT POPULATIONS AND RELATED SERVICES** of this application. Should the district acquire more than 5% of students classified as ELL, OACS intends to offer half-tuition support for the projected Reading AIS teacher to obtain the necessary ELL certification (noted in Year 3 of the budget). To ensure that our proposed figure of 1-2 ELL students would be accurate, OACS contacted the Buffalo JFS Refugee Resettlement Center. It was stated that they cannot foresee placing Refugees and/or ELL families in the area for at least the next 5 years.[59]**ED:** In Olean Public Schools 58% of students are considered ED.[60] Multiple sources cite that success for ED students lies in their ability to use executive functioning skills.[61] Within the OACS framework, addressing executive functioning within the curriculum is a priority. Students are actively taught how to plan and execute daily tasks and projects through embedded whole class projects guided and facilitated by the teacher as the school's small group design includes individual, pair, and group work that is problem-identification and solution oriented. Options for students to individually plan for smaller tasks and activities and also the ability to work collaboratively to do so also exists during the end of the day Programs Block. After 9 years of experiencing teacher directed planning and practicing the process themselves, students graduate into a high school program where a major foci of identifying, planning, and executing solutions to identified problems is guided through the OACS Integrated Sociology Course. Though all students, including SWD and ELL, will benefit from the information above, OACS believes that the targeted population of ED will be serviced effectively through the execution of embedded opportunities for practicing executive functioning skills. To support ED students and the community at large, OACS intends to offer the CTE Agriculture Pathway as the priority school design. The CTE Pathway engages students throughout their high school career. Students are prepared for this experience through the integration of the K-8 Agriculture program and the Interdisciplinary Sociology Course.

Current Trend: Based on previously cited information, from 2020-2021, it can be noted that the slight decrease in the general population of Olean NY of 90 citizens, and a comparatively drastic

[57] https://www.starbridgeinc.org/ties-program
[58] https://data.nysed.gov/ell.php?year=2020&instid=800000054734
[59] Zoom call with JFS July 5, 2022
[60] https://data.nysed.gov/expenditures.php?year=2020&instid=800000054734
[61] https://www.ucdavis.edu/curiosity/blog/how-can-we-help-economically-disadvantaged-children-achieve-academically

decrease in school population of close to 40 students is due to homeschool students in the area[62]. Though the request for exact number was not granted by Olean Public Schools, after receiving signatures and email support from 5 homeschool parents (13 students)and speaking directly with one who previously homeschooled, the increase in homeschool families in the last two years has likely quadrupled and therefore explains the decrease in student population. These families are actively seeking an improvement in the quality of education and most notably a values-based education that includes student accountability, noted in both newspaper articles and through the conversation with Lisa R..[63] Despite the change in population, **Engage, Enroll and Maintain Students:** OACS has determined that part of attracting students will lie in sparking interest for the CTE Agriculture Pathway as the opportunity to fill a gap existing in Olean Public Schools or BOCES. Additionally, highlighting the embedded STEM curriculum expands on the existing Olean Public School programs that are focused on STEM for manufacturing through companies such as Cutco. Per parent feedback, it is also essential that OACS offers and highlights the values-based support in conjunction with the school's design. Since OACS includes aspects of volunteering and community service throughout K-8 and within the Integrated Sociology Course, previous parents' requests have been addressed along with encouraging the core aspect of community by partnering with local businesses that accept volunteers for students' practicum experiences in their Junior and Senior years. **Community Support:** There has been strong community support for OACS as demonstrated throughout this application. The founding board has assessed the following areas as those that require attention for OACS to be successful when evaluating OACS and the community: support for curriculum execution is essential, financial stability and support will ensure longevity and sustainability, and general community support will ensure longevity in a small city. As demonstrated through the affiliation letters, organizations are in full support of the place-based, project-based curriculum, as well as the Program's Block, and have offered input regarding the school's curriculum. Canticle Farms, Ellicottville Greens, Amiee Kaple, The Neighborhood School of Dance, Beat City Music, Sarah Burt, a local yoga instructor, and Boundless Connections are samples of organizations willing to support OACS' Programs Block, while the African American Cultural Society, Olean Historical Society, The Seneca-Iroquois Museum: Onöhsagwë:de' Cultural Center, and the SPCA are examples of organizations offering curriculum input, field trip opportunities, and specific support for SWD. Additionally, to meet OACS key design elements, OACS has affiliated and received support multiple STEM-based organizations including Siemens and Cuco, organizations that match our values-based approach such as the Cattaraugus County YMCA, as well as organizations that support student-accountability through community connection such as the Cattaraugus County Department of Health (CCDH).

Through the affiliation with the Volpe Foundation and the Olean Area Business Development Center, OACS has established support in areas of financial management and business development. This added layer of security is impactful within the local community and has supported local businesses in trusting the requests for affiliation. Additionally, through St. Bonaventure, OACS is receiving full support for teacher advancement and professional development which will secure the necessary public perception of a secure and stable

[62] https://data.nysed.gov/profile.php?instid=800000054734

[63] https://www.oleantimesherald.com/news/community-members-address-olean-school-board-during-heated-meeting/article_30f58368-4550-5be4-bc07-504b4274517c.html

educational learning environment. The only community organization that OACS is aware of that is not eager to affiliate with OACS is the Tricity Art Council. The CEO is unwilling to meet with us for unknown reasons, possibly due to lack of time. Current board members have expressed eagerness to pursue an affiliation and OACS intends to request to attend a board meeting bringing the current local arts affiliations that have been obtained as support.Officials who OACS has met with, and have demonstrated willingness to learn more and remain neutral at this time include: The Olean Common Council, Senator Tom Reid (resigned in May 2022), The Olean City Mayor, and the Olean Public School Superintendent. OACS believes this is due to the close-knit nature of the community and tremendous business and citizen support that has been shown.

The success of this school will truly be a community effort, as parents, community members, and even students believe that having an option for education will change the economic state of an area that has lost its major business over the last 10 years with the merger of Dresser and Siemens and subsequent downsizing, as well as the closing of multiple department stores and small businesses that used to line the main street of Olean. **Olean Public Schools:** Unfortunately, there is currently no plan for dissemination of effective educational practices between OACS and Olean Public Schools and/or BOCES. After meeting with Dr. Morris, the Olean Public Schools new superintendent, it could be determined that there is no strong opposition to the opening of the charter school, though there will be no support offered. Communication will remain open to ensure that the public school can effectively plan for budgeting, and so they will be aware of building rental or purchase prior to releasing the information to the public. The option for teacher training and dissemination of best practice was not an option. To support OACS in their efforts to meet the expectation for dissemination, OACs has developed a full plan to encourage collaboration. Please note Section **I. DISSEMINATION.**

D. APPLICANT GROUP

1. Shannon McIntyre (Teacher, Public Contact): *OACS Application Duties to Oversee: Assembling Application, Elementary/Intermediate Curriculum Development*: including the acquisition of necessary affiliations and public outreach Shannon as a 20+ year educational career as a teacher, mentor, trainer, founding headmistress, curriculum developer and general school administrator. Shannon has completed a 5-year accreditation process for Meridian Public Charter School in Washington DC and acted as founding principal of a private school in Malaysia. This position incorporated developing a budget, and writing and implementing the school's curriculum with the support of a small group of teachers.

2. Joseph Franzen (Board President, Science and Agriculture Teacher, parent): *OACS Application Duties to Oversee:* Agriculture Program, HS Curriculum Development: including the acquisition of necessary and public outreach. Joe has a 16 year career in environmental studies, social studies, and culinary agriculture studies. Joe has extensive experience with ED and low SES populations and has advocated for food sustainability. Joe has used place-based education to support alternative and traditional learning environments.

3. Evelyn Cruz (Spanish Teacher, General Education Teacher): *OACS Application Duties to Oversee:* Public Outreach Events Coordination, Parent and Community Liaison): Evelyn has worked in education for approximately 7 years of formally and 16 years total, and has remained in favor of alternative education and alternative continuing education credit. Evelyn has worked

to ensure policies and procedures were maintained within daycare, school age, and classroom settings, and holds tremendous skill with meticulous planning. She has worked in volunteer and paid positions and enjoys supporting parents in furthering their education and life-long learning goals.

4. David McIntyre (Local Businessman): *OACS Application Duties to Oversee:* Finance, bylaws, public outreach for local affiliations including St. Bonaventure: Dave has 35 years of experience working as the General Manager of Unilock in Buffalo. He serves on the board of the Olmstead Parks, as well as the Nurseryman's Association, and is a proponent of agriculture education.

5. Brian Stuhlmiller (Biology and Outdoor Education Teacher): *OACS Application Duties to Oversee: Review and Edit Application* Brian has worked as an educator for 5 years focusing on outdoor education and project-based learning. Brain has most recently explored place-based outdoor education and has developed an outdoor education program for a neighboring district. Brian's believes there is a natural alignment between STEM and agriculture and sees the connection as an essential component to Olean area students' lifelong learning.

6. Jason Eastman (Professor: Sociology and Agriculture experience, Canticle Farms Board Member):*OACS Application Duties to Oversee: Develop OACS Integrated Sociology Course and Finalize CTE affiliation with University of Pittsburgh- Bradford Campus, ensure academic quality of high school curriculum* Jason has worked as a professor for a variety of institutions across the southern-tier of New York and currently holds a board position on Canticle Farms. Jason's drive to incorporate STEM and agriculture into the local community has spearheaded his drive to sit on the founding board and actively participate in developing a successful school

Background: The original group started on 6/14/21 date as Shannon McIntyre Evelyn Cruz. At that point the original conversation spoke about a STEM and Value-Based Academy that was focused on project-based learning where students were able to have more outdoor experiences than within a typical school. Katie Dudley was a significant part of the founding of the school including offering insight into the mission, vision, and tenet developments based on her experience within a local public school.

7. Penny Dowell (Finance Support, Paralegal): *OACS Application Duties to Oversee: Confirm legalities, support with Non-Academic Operations, Support development of budget and finances* Penny has worked in Environmental Studies, as a paralegal, and as an office manager. Currently Penny works as a Director of Finance, currently. Penny's contributions to the team include her knowledge and understanding of state law, as well as a drive for life-long learning that includes the desire to learn about the inner-workings of charter schools.

After establishing the foundation of the school, Kathy explained she was unable to continue as part of the group as OACS moved into the Letter of Intent phase. She offered to connect OACS and the first support: Joe Franzen due to his expertise regarding project based learning and Agriculture. Further conversation led to Joe agreeing to the position of board president with the intention of ensuring that the concept of place based education would be utilized throughout the curriculum and started as early as kindergarten. Around this time, Brian Stumiller was spoken to regarding outdoor education and his philosophy on what may be lacking from schools in the area. Within the meeting the developed team had, it became incredibly clear that a concrete focus on agriculture and outdoor education were essential in order for the stamp philosophy to have a means of STEM philosophy execution. Most importantly, it was recognized that OACS would fill a major gap existing in the educational

system in Olean, New York. Kathy has remained a supporter of the school acquiring parent signatures, performing a sing-along- for OACS Teddy and a Cookie event, and supporting the affiliation with Beat City Music. Through the Volpe Foundation, Philippe Dieffenthaler was of tremendous support developing the initial budget reviewed by Dave McIntyre and Penny Dowell. It was also identified that the board had a lack of internal support for financial and business concerns. Shannon suggested adding her father, Dave McIntyre, who was approached based on his business history with the Nurserymen's Association, 4H, and Saint Bonaventure University. As OACS progressed from the LOI to the full application phase, it was noted that additional support regarding the CTE application, course design, and integration. For this reason, Jason Eastman was asked to support as an educator and, similarly to Joe, a father. The primary author of the final application may be considered as Shannon McIntyre, though major input was made by all members of the applicant group often according to their skillset listed above. To ensure the cohesiveness of the application, and after voting on each aspect, Shannon was tasked with assembling and including research for the following information: Evelyn's community and public outreach, Jason and Joe's curriculum development, Dave's analysis of the budget and organizational information. In addition, the group received volunteer support from a variety of community members and potential employees including Isaac Spaeth who designed the integrated, research-based STEM based music program, Mary McIntyre who designed the art and project-based art program, and five potential parents involved in parent outreach. All members have participated periodically in the attendance at events. Each positive experience was shared in a group text or individually amongst board members and has helped to create a cohesive team.

Table 1

Name/Phone/ Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role	Proposed Board Position
Joseph Franzen 215-859-6128 joseph.franzen@gmail.com	Portville Public Schools	16+ years as an educator from K-Undergraduate in the fields of social studies, environmental science, outdoor education, diversity literacy. Author of *Say Yes to Pears: Food Literacy in and beyond the English Classroom*	Trustee	Officer: President
Shannon McIntyre 716-436-8099 shannonmcintyre0123@gmail.com	Focus Online, LLC	20+ years as an educator (K-8)ranging in experience from teacher to Founding Headmistress	Trustee	Officer: Secretary, Public Contact
Evelyn Cruz 917- monacillo@outlook.com	Spanish Teacher	7 years of education (PreK-12), 16 years total education experience: ELL Support, Spanish Language Support	Community and Parent Outreach Coordinator	Trustee: Outreach Committee Chair

Brian Stuhlmiller	Cuba Rushford School District	5 years of classroom education in Earth Science 6 - 12. Environmental Education and Place Based Science Education.	Trustee	Officer: Vice President
Dave McIntyre	Business Development Manager	Board experience including developing bylaws and developing and managing a budget	none	Trustee: Finance Chair
Jason Eastman	Professor, Coastal Carolina University	Higher education experience, support with curriculum development, educational expectations in NYS,community connections including Agriculture	none	Trustee
Penny Dowell	Director of Finance	Paralegal, office administration, accounting, and finance support	Possible Director of Finance	Trustee: Finance Support

E. PUBLIC OUTREACH

Outreach: Public Outreach research "substantiates that developing genuine family-school partnerships supports student and school success".[64] After conducting significant research, the founding board determined to drive public outreach based on 4 goals that support parent understanding: Communicating High Expectations, Monitoring Performance, Supporting Learning At Home, Guiding Parents in Advocating For Their Children[65]. Each goal has been addressed one time per month. Future plans include the same structure with a deeper incorporation of community affiliates who have requested or agreed to support OACS mission and goals for public outreach.

Due to the small size of the Olean area community, the OACS proposal has required substantial public outreach to ensure enough exposure to secure support. Shannon and Evelyn agreed to attend the community forums and all public events,Jason Joe, Brian, and Dave conducted outreach phone calls including those for agriculture affiliations. Joe and Brian completed curriculum summaries that were posted on the website and Facebook, and Shannon, Brian and Evelyn maintained the public Facebook. Initial community outreach included development of a website, a Facebook, and marketing for Open Community Forums. There were two articles published in the Times Herald, one as a background for what charter schools are and what OACS hopes to be, and one as a press release of the positive progress the school was making. Due to the small population of Olean, New York attendance at Open Community Forums has been very small, initially OACShad 1-2 in attendance, and at times none. The Olean Public Library, Olean Chamber of Commerce, and the public Facebook Page "State and Union" have supported reaching parents, though attendance at our meetings is not as high. All Facebook messages and emails were followed up with requests to call Shannon at her direct number so as to promote open communication and answer questions directly. Per multiple conversations with business owners such as Christina Lopez (Boundless Connections) and John Stahley (Siemens), it was understood that, provided OACS continues to offer opportunities,

[64] Moll, Amanti, Neff, & Gonzalez, 1992 4 Henderson & Mapp, 2002 5 Wood & Bauman, 2017
[65] https://www.pacer.org/about/programs/family-engagement-center/

parents will begin to respond. OACS has seen significantly more responses via email, the website, and FB opposed to attendance at the Community Forums. OACS has therefore adopted a proactive approach to outreach involving boosting online posts and requesting email responses. Through these campaigns OACS has received 167 potential students from K-8 and without specifically requesting, 23 noted for Grades 9 and 10. Throughout the last 4 months OACS has conducted 2 door knocking campaigns, as well as developed multiple events individually and with local businesses such as La Dolce Vita (Movie and a Cookie Event that drew 45 people). As of our LOI submission, OACS has held 12 activities which include 8 Open Community Forums for the parents to come in and ask any questions they have regarding charter schools and the school's policies, including SWD and ELL. OACS has set up an informational table at Olean's Farmers Market located at Lincoln Park Olean, NY and have also extended our outreach to include events such as: Geocaching, Yoga, and a Teddy Bear and Cookie event with live music to promote the Music and Art Programs. In all instances flyers have been posted on the Chamber of Commerce website and onto the OACS Facebook page, have included Spanish as an additional language for diversity, and often encouraged feedback from parents. The flyers also include direct contact information to our public contact,Shannon McIntyre, as well as our email address, website, and the dates for open community forums.

On 8/23/22 Shannon attended an Olean Common Council Meeting as a noted speaker on the agenda. This means the public was adequately informed about the school and would have the opportunity to comment to the Common Council about questions or concerns. There were no comments or questions from the public and the Common Council was grateful for the communication and asked questions regarding size, location, and finances, which were all answered to their satisfaction. The members appeared intrigued at the prospect of having support for highlighting Oleans strengths, as well as the potential internship opportunities for students within the Agriculture and Environmental Science realm. Besides advice and formal affiliations, OACS has received direct marketing support from several community members and businesses. One example is the Facebook page "State and Union" (monitored by one of our supporters Lanna W.)that consistently posts OACS activities on their page. OACS has received increasing numbers of "likes" and "shares". Though progress may appear to be slow, our affiliates have repeated that OACS has accomplished a tremendous amount in a short time for the area and the number of potential students demonstrates the steady increase in community and parent support more than physical attendance at events. **Olean Public Schools:** As previously mentioned, Olean Public School currently lacks an embedded and purposeful STEM program. Additionally, Cattaraugus County BOCES lacks a CTE Agriculture path. As also previously mentioned, the new superintendent of Olean Public Schools Dr. Morris is aware that OACS seeks to fill existing gaps within the programs that exist within the community. This approach has garnered what OACS believes is mutual respect, but there remains a lack of support. **Parent and Public Input:** OACS has staggered its introduction into the Olean Community. Throughout the process, as OACS has introduced more events, forums, and public announcements, there has been a consistent request for parent feedback. Public input that has supported the development of the school in areas that include SWD inclusion, after school activities, personal finance management, and outdoor activities. The following emails prompted an affiliation with Starbridge, Aimee Kaple (DEI and SWD support), the Cattaraugus County YMCA, conversations with Community Bank to conduct specific financial literacy classes, and

Grade 12 Economics including specific personal finance education expectations, as well as the Canticle Farms and Ellicottville Greens affiliations and clearly scripted Outdoor Education program imbedded into the curriculum and inclusive of the mandatory Sociology Course that is titled: Sociology of Community, Agriculture and Food Systems. OACS will continue to abide by the 4 outreach goals set and integrate free Parent Education Programs through the CCDH and the Cornell Cooperative Extension Nutrition Program that will run from January 2023 onward, and into the 2023-2024 school year, as noted within the Attachment 2[66]. Additionally, Starbridge will also conduct Special Education Parent Education Programs from January 2023 onwards, highlighting the Special Education program at OACS.

Currently, OACS has 167 students, distributed according to the OACS enrollment chart, interested in attending OACS (K-8)based on community outreach efforts and signatures. OACS also has acquired an additional 75 community members and grandparents who have sent positive comments and words of encouragement in support of our school in addition to the affiliations that have been developed.

F. ENROLLMENT, RECRUITMENT, RETENTION

Evidence of Interest: The opportunity for school choice in the Olean, New York area is one that would be a tremendous gift. Of the hundreds of email exchanges with community members, all included students ages and grade levels or words of encouragement similar to, “This area is in need of this school” or “If this school was an option for my children I would have sent them here” or “Olean New York is changing and this school would support that change.” One email criticized our affiliation with Tom Ried who resigned in May due to a public scandal. A response was sent explaining our desire to receive support from government officials and was not a reflection of a political opinion members of the founding board have. OACS has had approximately 88 emails with parents reaching out to us to add their names and children’s ages. This is in addition to the other 167 possible students. **Rationelle:** Through careful conversation with community members, business owners, and individuals throughout the community it was important to size the school appropriately. OACS founding board does not have the intention of eliminating the public school system or causing unnecessary controversy within a small community, but instead hopes “to improve student achievement and ultimately American public education by increasing school choice and catalyzing competition within the public school system”.[67] For this reason OACS has the intention of providing services to 20 students per grade level, totaling 160 students (20 from K-5 and 15 from 6-8)for Year 1. The year that requires the most attention will be Year 2 where the school plans to open 2 grade levels in one year. Currently, OACS have acquired interest from 23 students for Grade 9 and Grade 10 upon the school’s high school opening without specific marketing. Including the steps listed in the plan below, OACS will meet or exceed the necessary target of 20 students for Grade 10, and work to retain the 20 from Grade 8 into Grade 9. Should the school demonstrate security and the ability to meet stated expectations publicly, after speaking with business owners within the community, OACS founding board feels confident that the school will be able to increase according to the stated plan.

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[66] https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/Family%20Engagement%20Toolkit.pdf

[67] https://www.edweek.org/leadership/opinion-for-charter-schools-managing-mission-is-crucial/2011/09#:~:text=The%20general%20mission%20of%20charter,within%20the%20public%20school%20system.

Currently, the private schools in the area have less than 20 students per class, though a conversation with a parent whose child attended Archbishop Walsh drew attention to the lack of social interaction as being her reason for transferring her daughter to the public school. Unfortunately, she would not give her name for our records as it was disclosed this would be a public document. As OACS founding board is very proud to report it has exceeded the 160 student target from eager, excited parents and believes that continuing education on charter school is the key to securing parent support for the future. The distribution of the students is (K-8)according to the stated targets. The community has demonstrated that desire through signatures of support and future enrollment should the school open. The maximum enrollment will be 260 students based on the growth pattern set. As previously mentioned, OACS has the intention of using 4 Key Goals during marketing outreach, which is included in recruitment.

Additionally, OACS will employ a Community and Parent Engagement Coordinator as a 12 month position and intends to continue to perform outreach throughout the year to ensure successful enrollment.OACS will meet and possibly exceed our plan due to the school enrollment remaining close-knit, as this has been a highlight for many families. The following recruitment, enrollment, and retention plan is modeled after the Charter School Enrollment: A Toolkit for Board Members document, meant to support the design of effective recruitment and enrollment plans[68] OACS' Recruitment, Enrollment and Retention Plan Uses 3 Major Topics: *Gathering Data, Analyzing Trends to Find Patterns, and Developing a Yearly Plan for Recruitment and Retention.* All questionnaires stated below will be sent out in January and again in May.

Future Enrollment and Retention Review Process:

1. Gathering Data

A. Student and Parent Activity

Historic Trends Within The District:

OACS' Current Enrollment:

January/May Reflective Questions:These questions will be asked, answered, and noted in OACS' files. The results will be used to script the following years recruitment and retention plans.

OACS' Enrollment Reflective Questions Was the previous year's enrollment timeline accurate? What changes/additions should be made? How has student enrollment trended over the year for OACS? Did students remain in our school or leave after one year? Percentage of students Enrolled: Attended: Counted for funding: Were there any grade-levels that did not max-out? What was the school's "No Show Rate"? Why did each student leave our school? How many exit interviews were conducted for families? Number of applications and waitlist numbers in August and currently: Where are future students coming from (districts, neighborhoods, schools): Are there other neighborhoods and groups we need to target in our recruitment efforts? What were previously effective recruitment strategies (include statistics)? Was the Outreach Calendar helpful?

B. Staff and Employee Trends: Is OACS' academic performance reflective of meeting academic targets? Number of staff who left midyear: Number of staff who left at the end of the year: Are staff salaries meeting the existing budget? If not, why? Are there leadership concerns? If so, why? **(https://forms.gle/y6hoAV2xss7capcGA)** Are there gaps in the existing school systems? **(https://forms.gle/y6hoAV2xss7capcGA)**

[68] https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/NCSRC%20Board%20Governance%20Toolkit%20-%20Enrollment.pdf

C. Governance What committees were successful and purposeful? What governance areas struggled to meet state expectations? Does the governance structure lend itself to efficient operation? Are teachers satisfied with the governance structure? Do the teachers and parents feel adequate communication with the governing body?
(https://forms.gle/y6hoAV2xss7capcGA)(https://forms.gle/tWNEFFst2iJ4K2A16)
D. Community and Partnerships (https://forms.gle/TeeYhqP9C5EN44fZA) Which events had the most positive feedback? Which events had the most attendance? Which outreach goals proved the most success? (Communicating High Expectations, Monitoring Performance, Supporting Learning At Home, Guiding Parents in Advocating For Their Children) Were aspects of Diversity, Equity, and Inclusion noteable to the public? How? Which partnerships were most beneficial and why? Which partnerships should be cultivated for the future? What positives and areas of needed improvement have been expressed by community partners? Which businesses can be contacted to cultivate new partnerships that meet OACS' mission?
E. Budget Information What areas were OACS under budget? What areas were OACS over budget? What areas require planning for the upcoming year? Was the grant application calendar accurate, or does it require updating?
2. Analyze Trends to Find Patterns From Part 1
Compare and contrast previous years and the most current years to identify positives and areas of needed improvement that have occurred 2 or more times.
A. Student Enrollment Trends/Patterns: Timeline for Enrollment, Specific: SWD, ELL, ED, Location of students, Enrollment Timeline, Outreach and Marketing
A. Staff Trends/Patterns
B. Governance Trends/Patterns
C. Community Partnerships
D. Budget Trends/Patterns

3. Developing a Plan

A. Student Recruitment/Retention: Enrollment Timeline, Enrollment SWD Highlight, Enrollment ELL Highlight, Enrollment ED Highlight, Enrollment Timeline, Location of students Highlight, Recruitment Plans:
A. Staff Recruitment/Retention[69]
B. Governance: Necessary Policy/Systems Changes
D. Community Partnerships
E. Budget Plan[70]
F. Goals For Enrollment and Retention
January 2023-August 2024 Plan Recruitment, Enrollment, and Retention Plan
A. Student Recruitment and Retention
Historic Trends Within The District:
K-12 Enrollment: It is noted that enrollment is expanding as there has been an increase in local jobs and a Olean City Board push to highlight the idea of moving to encourage small business to

[69] https://www.aspeninstitute.org/wp-content/uploads/files/content/docs/ED_Case_Study_Strategic_Staffing.pdf?_ga=2.80101779.548210681.1549490969-1931112361.1549490969,https://www.americanprogress.org/article/to-attract-great-teachers-school-districts-must-improve-their-human-capital-systems/
[70] https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/NCSRC%20Board%20Governance%20Toolkit%20-%20Enrollment.pdf

the area.[71]
2017-2018[72] : Overall: 2004 SWD: 17% ,ED: 62% , ELL: 0%
2018-2019[73] : Overall: 1896: SWD:17% ,ED: 57% , ELL: 0%
2019-2020[74]: Overall: 1925, SWD: 17% ,ED: 58% , ELL: 0%
2020-2021[75]: Overall: 1880 , SWD: 18% ,ED: 56% , ELL: 0%
It can be noted that the increase in general population and decrease in school population is due to homeschool students in the area. Though the request for exact number was not granted by Olean Public Schools, after speaking with 5 homeschool parents and one who previously homeschooled, the increase in homeschool families in the last two years has likely quadrupled and therefore explains the decrease in student population.
Enrollment Timeline:

i. January-March: Enrollment Opens
ii. Mid April: Lottery occurs (made public on FB live and Zoom)
iii. May: Results of lottery are posted
iv. May-June: Families accept lottery placements

Successful Events and Highlights To Continue:Facebook and "Boosting" Posts: $150 budget (In 45 days: 161 page likes, 500+ engagements, 115 verifiable interested students)
-Affiliate outreach events: Siemens Affiliate Outreach (45 in attendance, 43 responses)
-Partnering with local businesses drew more attendance and therefore potential recruitment: Movie and Cookie with 45 attendees
-SWD Highlight: Starbridge affiliation and Co-plan to Tye-Dye T-shirts 9/6/23 will increase awareness and draw parents to inquire about the school
-ELL Highlight: Adding Spanish to flyers and emails sent directly to all parents increases awareness of diversity in the community
-ED Highlight: Consciously selecting locations that are central to the community and offering events for free
-Location Highlight: Flier posting 8/27/23 at Reid's Food Barn will increase awareness in a statistically ED part of Olean
Other Plans For Recruitment: Highlight individual attention and Programs Block to appeal to homeschool families.
-Execute August 2022-July 2023 outreach calendar plans highlighting 4 goals. (Expanded on in **I. FAMILY AND COMMUNITY INVOLVEMENT)**
-Continue offering open forums regardless of attendance to increase awareness and maintain opportunity for in-person parent communication

B. Staff Recruitment/Retention[76] (Expanded upon in **C. MANAGEMENT AND STAFFING)**

a. Develop and post flyers noting important highlights on FB and Indeed demonstrating to public the security of the school to support with student enrollment: Highlight offering

[71] https://www.wnyincubators.com/olean-business-incubator
[72] https://data.nysed.gov/enrollment.php?year=2013&instid=800000054734
[73] https://data.nysed.gov/enrollment.php?year=2013&instid=800000054734
[74] https://data.nysed.gov/enrollment.php?year=2013&instid=800000054734
[75] https://data.nysed.gov/profile.php?instid=800000054734
[76]https://www.aspeninstitute.org/wp-content/uploads/files/content/docs/ED_Case_Study_Strategic_Staffing.pdf?_ga=2.80101779.548210681.1549490969-1931112361.1549490969,https://www.americanprogress.org/article/to-attract-great-teachers-school-districts-must-improve-their-human-capital-systems/

Teacher Retirement System, Highlight Internal Career Advancement Opportunities, 5% pay increase yearly, Teacher Training, and Onboarding and Mentoring Program

b. Secure location and marketing for March 25 Teacher Recruitment Event, begin marketing upon approval

C. Governance: Necessary Policy/Systems Changes

a. Finalize Operational Board for January 2023
b. TBD after approval based on other sections of this application

D. Community Partnerships

a. Increase the number of co-sponsored events to at least one per month (See Section **I. FAMILY AND COMMUNITY INVOLVEMENT**)
b. Increase number of ELL affiliations from 0 to 1

E. Budget Plan[77] 2023-2024 school year

a. Jan-Feb: Budgeting process begins at school
b. March: Draft budget provided to finance committee
c. June 1: Final budget approved by board (incorporating May Reflection)
d. June: Budget submitted to authorizer

F. Goals For Enrollment and Retention

Enroll students according to the demographics in the area

Enrollment and Retention Targets (Students)

	Enrollment: #/%	**Retention: #/%**
ED	93/58%	90/56%
SWD	28/17%	24/15%
English Language Learners	1/<1%	1/<1%

a. 17% SWD (based on IEP information)
a. 58% ED (based on free and reduced lunch responses)
b. At least 1 ELL student
c. 100% of teaching staff NYS certified or actively completing

5 Year Enrollment Plan to Monitor: Projected Enrollment Table Over the Charter Term

Grade	Ages	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
K	5-6	20	20	20	20	20
1	6-7	20	20	20	20	20
2	7-8	20	20	20	20	20
3	8-9	20	20	20	20	20
4	9-10	20	20	20	20	20
5	10-11	20	20	20	20	20
6	11-12	20	20	20	20	20
7	12-13	20	20	20	20	20
8	13-14	20	20	20	20	20
9	14-15		20	20	20	20
10	15-16		15	20	20	20
11	16-17			15	20	20

[77] https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/NCSRC%20Board%20Governance%20Toolkit%20-%20Enrollment.pdf

12	17-18				15	20
Ungraded		0	0	0	0	0
Totals		**160**	**195**	**215**	**235**	**240**

Application, Admission, and Enrollment Process: All applications received before the application deadline that meet the public school eligible criteria. Should more students enroll then slots a random lottery will be held as defined in the Admissions Policies and Procedures: Enrollment policies are specifically designed in Attachment 1. OACS will highlight the availability of support for parents who speak languages other than English, as well as those who might need support with completing the application. All applications, including supplemental documentation, must be received by the close of business on the last day of open enrollment. The application must be submitted based on the terms listed at the top of the application on Attachment 1 stating by mail, email, or in person. If the number of eligible applications for admission exceeds the spaces available for students, a random lottery will be held.

The admissions lottery will be conducted between the 2nd week of April and the last day. The admissions lottery with the available seats for each grade level will be publicized at least one week in advance and will be made open to the public. The lottery process will be held in a public, accessible space.

OACS will use a weighted lottery generator approved by the NYS Department of Education. OACS will adhere to the preferences as outlined by the regulations of the State of New York and the DOE and incorporate support to ensure the sustainability of employees in an area with lower population: 1)children of employees and active board members up to 15% of the total enrollment (Year 1: 24 total) 2)students returning in any subsequent year; 3)siblings of pupils already enrolled in the charter school 4)students residing in the community school district. 4)students classified as ED. There will be no other screening preferences applied[78]. There will be no other screening preferences applied. Employees' children will be weighted 4 times, students returning will be weighted 3 times, and so on. OACS will enter student information (e.g., student's first and last name, ED classification, grade level in the upcoming school year, district of residence, siblings, and/or child of a current employee for every student who has submitted an application, etc.)into a worksheet and identify those students who are eligible for weighting criteria. Upon submission of the information worksheet to run the weighted lottery, a new admissions list (lottery results)will be generated. During the lottery, an individual unaffiliated with OACS will supervise the use of any computer software to generate a randomized, ordered list of all students who have submitted an application. OACS will then use the ordered list to admit students according to the above listed preferences. **Plan for Filling Vacancies:** OACS will continue outreach throughout the year and continue to acquire potential student names, ages, and emails. These emails will receive event reminders, the parent calendar- which will contain free parent courses conducted by community organizations, and enrollment specific events. Should a lottery be necessary, students who are not selected will be placed on a Wait-List that will be accessed to fill potential student vacancies throughout the yes, as well.

G. PROGRAMMATIC AND FISCAL IMPACT

1. Program Impact: As OACS has chosen to affiliate with 4H, an organization which has actively

[78] https://www.newyorkcharters.org/wp-content/uploads/2020/12/Lottery-Guidance-2022-23.pdf (DOE info included, though SUNY produced)

worked to affiliate with Olean Public Schools without success.[79] Additionally, as previously mentioned, OACS is offering programs and a CTE Pathway that is not reflected in another school, including BOCES or the other two private schools in the area. New Life Charter School and Archbishop Walsh are both tuition based. New Life teachers are volunteers. Neither school has published financial documents. OACS does not suspect acquiring more than 5 students from either private environment as both schools are religious-based institutions marketed as such. As OACSknow currently, 3 proposed students attend Archbishop Walsh.

2. Fiscal Impact Table: Based on a historical 500,000 budget increase, as well as a per pupil expenditure increase of 50, it can be estimated that OACS will affect the Olean Public School District's budget by 5% the first year and no more than 6.7% within the first 5 years.

Projected Fiscal Impact upon District of Location							
Year	**Number of enrolled students**	**Charter School Basic Per Pupil Tuition Rate**	**Total Charter School Per Pupil Cost to District**	**Estimated Additional Costs to District**	**Total Projected Funding from District**	**Total District General Fund Budget**	**Projected Impact on District Budget**
2023-24[80]	160	12,650	13,650	2024000	2184000	47334987[81]	5%
2024-25	195	12700	13700	2476500	2671500	47834987[82]	5.6%
2025-26	215	12750	13750	2741250	2956250	48334987	6%
2026-27	235	12800	13800	3008000	3243000	48834987	6.6%
2027-28	240	12850	13850	3084000	3324000	49334987	6.7%

H. COMMUNITY

The Olean City Community includes St. Bonaventure University and a business community with over 600 businesses[83]. St. Bonaventure would be positively impacted by the opening of OACS as multiple professors have expressed a desire for an alternative learning environment for their children to attend.[84] OACS, though lottery-based, would likely increase the pool of professors willing to teach at St. Bonaventure and therefore live in the Olean community. Additionally, the opening of OACS would offer opportunities to businesses that have not found a connection through the existing schools in the area, including Starbridge, SPCA, 4H, Ellicottville Greens and Canticle Farms. OACS has consistently updated the school's website, updated the Chamber of Commerce, posted on Facebook and sent emails to parents requesting suggestions be made.

Suggestions that the community has made that have been included in the school development include: the option of Siemens for the future high school location, the option of Boardmanville for the school location, affiliating with the Cattaraugus County SPCA for Special Education and General Education support, including the OATS Bus system (Olean Public Transportation System)in planning, and affiliating with 4H for the school's after school program and during the day, as well. OACS has successfully secured a potential location through

[79] Conversation with Abby J.L: ajl387@cornell.edu
[80] https://stateaid.nysed.gov/charter/pdf_docs/charter_2022-2023_rates.pdf
[81] https://www.oleanschools.org/cms/lib/NY19000263/Centricity/Domain/10/2022-2023%20%20Budget%20Hearing.pdf
[82] https://www.oleanschools.org/cms/lib/NY19000263/Centricity/Domain/10/21-22%20Budget%20Booklet.pdf
[83] https://visitanf.com/greater-olean-area-chamber-of-commerce/
[84] Conversation with Dr. Kathryn Andrews, St. Bonaventure University

Bordmanville School affiliated with both the OATS bus system, the SPCA, and 4H. OACS continues to search for community members who will participate on OACS' Board and have secured verbal commitments from representation from the following organizations: St. Bonaventure University, Ellicottville Greens and Boundless Connections, Janos Bowman (Representation from the Seneca Nation), Jason Miller (Cattaraugus-Allegany Workforce Development Board, Inc.). As has been demonstrated in this application, the population of Olean has gradually decreased over time, though the school district has had a drastic decrease during the 2020-2021 school year.[85] It is expected that during the January and May internal review, OACS Parents, Teachers, Directors and Board Members will actively participate in the adjustment of policies, procedures, and systems as directed through the recruitment, retention, and enrollment plan.

Additionally, within this plan exists reflective questions regarding community partnerships and a questionnaire to affiliates to ensure OACS is meeting the stated expectations. OACS intends to, within the bylaws, reserve a place on the school's board for a member from Canticle Farms, Boundless Connections, Ellicottville Greens, and St. Bonaventure University, should they accept the invitation. OACS believes the presence of local businesses who have the capability of directly impacting the 25-30% rate of high school students who will not graduate, as well as the 58% who remain classified and ED and likely impacted by food scarcity is vital for the sustainability of the school and will have a positive impact within the community. New York State has noted the need to create a safe, nurturing and engaging environment as noted in OACS vision.[86] As noted in distributed NYS information: Diversity means a wide range of human qualities and attributes. Equity is fair access to programs, classes and needed support. Inclusion means recognizing, understanding and accepting ALL. OACS has affiliated with specific organizations to ensure that community input is directly noted and utilized in school change and assurance that Diversity, Equity, and Inclusion are addressed consistently throughout more than only the curriculum and programs. Organizations that have operated within the community for a notable amount of time and have and active role in addressing areas such as Diversity, Equity, and Inclusion, as well as Special Education include, but are not limited to:YMCA, Starbright, The Parent Education Program, Boundless Connections and the Cattaraugus County SPCA, who have specifically designated Special Education supports. Including the Seneca-Iroquois Museum (Onöhsagwë: de'Cultural Center), The Olean Historical Society and the African American Center for Cultural Development directly into the school's curriculum development ensures that students within the community are exposed to a variety of cultures that may be considered minority for the area. Specifically, Dr. Joseph Stahlman is developing a specialized course directly addressing Diversity, Equity, and Inclusion regarding the Seneca Nation and addressing the need for effective, accurate, and purposeful DEI education. This course will lead students from Grades 9-12 who are not graduating with the CTE Pathway to participate in an internship at the Seneca Nation Museum (Onöhsagwë: de'Cultural Center)addressing local history and actively bridging local, unspoken cultural boundaries.

As can be noted in the school's K-8 curriculum and throughout the school's systems, social and emotional learning will be addressed within the school as well as through the input of

[85] https://www.google.com/search?q=population+of+olena+ny+2019&rlz=1C1CHBF_enUS938US938&oq=population+of+olena+ny+2019&aqs=chrome..69i57.4643j0j7&sourceid=chrome&ie=UTF-8

[86] http://www.nysed.gov/common/nysed/files/programs/diversity-equity-inclusion/dei-overview.pdf

the affiliations who intend to support students from within the school, as well as outside of the school with general education classes delivered through OACS affiliates include government organizations through the Department of Health. OACS has established a consistent review of the school in January and June with questionnaires and reflective practices being delivered to members of the community including stakeholders, affiliates, parents, and potential affiliates and community members. These reviews will support the community having an "open voice" in the growth and change necessary to support a healthy school environment and will directly impact how the school will change within the upcoming term.

I. DISSEMINATION

OACS Dissemination Plan 2023-2024: A school's long-term success is dependent on collaboration between administration, teachers and community to ensure the use of best practices. This often involves the unifying of purpose and long-term goals.[87]OACS has multiple goals to meet regarding curriculum delivery, social-emotional support, and learning. This plan will be evaluated during the January and June school-wide reviews to ensure consistent improvements can be made in reaching the stated goals, as well as the active integration of new goals as others are achieved.

Goal	Possible Affiliate/ Support	Step 1: Complete by 10/30	Step 2: Complete by 1/30	Step 3: Complete by 8/30	Results
#1 Identify and collaborate to develop a series of 3 community forums marketed to the educational community highlighting the OACS Agriculture Program best practices by August of 2023.	Ellicottville Greens, Canticle Farms, Cornell Cooperative Extension	Formalize necessary affiliations	Identify best practices, Set series plan	Market to educational community, Execute 3 community forums	
#2 Identify and collaborate with one affiliation to develop an online professional development for teachers and parents that can support students' social-emotional needs due to the results of COVID for integration to the OACS K-8 program by 8/2023.	Cattaraugus County Health Department, Aimee Kaple, St. Bonaventure	Affiliations identified and formed	Develop plan for professional development	Produce online professional development and market to the community	
#3 Collaborate with at least one affiliation to present a SPED best practice presentation for teachers, parents, and community by August of 2023.	Starbridge, Cattaraugus County Dept. of Health, 4H, St. Bonaventure	Finalize affiliations necessary	Research, plan and develop presentations	Deliver presentation inviting all community members to attend	
#4 Identify and collaborate with	Cornell	Finalize	Finalize	Market and	

[87] https://www.wested.org/wp-content/uploads/2019/04/resource-district-charter-schools-toolkit.pdf

an outside organization for teachers to gain exposure to STEM best practices in daily lessons, offering the training to Olean Public School District Teachers free of charge for the 2023 school year.	Cooperative Extension, Boundless Connections	affiliations necessary	Teacher Professional Development Date during initial PD week	invite teachers from Olean, NY	
#5 Identify and collaborate with a teacher from Olean and/or neighboring school district to present a teacher professional development opportunities based on Agriculture Education best practice for the Spring of the 2023 school year.	Olean, Cuba-Rushford, Salamanca, Porville, Allegany, or others	Utilize network and founding board members to identify a teacher for presentation	Plan presentation, set formal date	Continue marketing through to February	
#6 Utilize the acceptance of Cornell Cooperative Extension NY Agriculture Educators Forum to identify at least 2 effective agriculture program outreach that has supported diversity, equity and inclusion, SWD, and met necessary state standards and expectations to introduce best practices into OACS	Cornell Cooperative Extension	Finalize acceptance into forum, post introduction, Private message at least 5 institutions with request and/or send group email requesting support	Analyze and develop presentation for best practices from the selected institutions	Develop and deliver information at one of the 2023 PD days	

Existing progress:

Goal	**Progress to 8/25/2022**
#1	Affiliations established
#2	Affiliations established
#3	Affiliations established
#4	Affiliations established
#5	Affiliations established
#6	Forum acceptance established

Ellicottville Greens: Ellicottville Greens was contacted by OACS after seeing an article published in the Olean Times Herald. This article mentioned the company actively working to develop affiliations with schools. After the initial communication on **7/27** Gabe had mentioned that the best course of action was for us to send our current curriculum to ensure alignment with the company's mission and vision. After our conversation on **7/29** it was established a formal affiliation would be sought and that OACS would actively work to integrate Ellicottville Greens as a support for training students on indoor gardening, as well as the donation of a container

garden for students to cultivate and grow plants year-round. On **8/5** the above information was confirmed verbally and OACS was advised to move forward. It was noted that the affiliation letter would be coming in the future as well as a public release to note the affiliation and support the understanding of both organizations.

Canticle Farms: Through board member Joe Franzen Canticle Farms was put forth as an initial affiliation due to the size and structure of the organization. Joe had noted a continued gap in volunteer support for the organization and recommended OACS to initiate a potential Grade 8 internship. Through further conversation it was determined that Canticle Farms would be the most practical work-study experience for the CTE pathway as they have an educational component for introducing their volunteers to different activities. Additionally, Dr. Jason Eastman, a Canticle Farms Board Member, showed tremendous interest and support regarding the development of the affiliation with Canticle Farms and offered to support the CTE course development and carry through what Joe and Brian had started. Through extensive conversation, dated:***5/2/22, 5/18/22, 5/23/227/1/2022, 7/22/22, 7/23/22, 7/25/22, 7/29/22*** OACS was able to secure a letter of affiliation, the development of the CTE Agriculture Pathway work-service component, and welcome Dr. Jason Eastman to the founding board.

Cornell Cooperative Extension(Expanded Food and Nutrition Education Program): To support with the integration of Agriculture and study of food sciences in the Integrated Sociology course, OACS has sought and received an affiliation with Cornell Cooperative Extension for parent and student nutrition classes. During initial conversation on **8/18/22,** Evelyn was connected to Gayle Patterson through the CCDH Coordinator Matthew E. Tyssee who expressed eagerness to support OACS as they work to develop supplemental student and parent courses. Continued negotiation through three emails and a zoom meeting solidified an affiliation and introduced possible coursework that was added to the OACS Outreach Plan for September-August 2024 within seven days of beginning the process. Sheldon Kenyon, an educator included in the communication stated, “As a former teacher and new employee at Cornell Cooperative Extension, I am very excited about what you are doing in our area. I look forward to collaborating with you and everyone involved with OACS.”

Cattaraugus County Department of Health: Through local conversation Alyssa Dean disclosed she worked for the CCDH Education Section to Shannon. Evelyn immediately wrote to Alyssa and requested information on how to incorporate the coursework that the department does. Through email communication it was established that the department conducts courses for all public schools in the area, but would be very willing to explore options for child education in alternative ways through OACS. Upon meeting with Alyssa and Traci Wind, Shannon and Evelyn were able to introduce the extensive community engagement plans. The requests to include parents and students in the same presentation was granted, though not customary for the other public schools. Matthew Tyssee, the program’s director, confirmed a letter of affiliation, as well as support of the school environment and prospect of increasing awareness surrounding health education.

LMHC Aimee Kaple: Through the affiliation with Starbridge and Kari Cayton, Aimee Kaple was recommended as a support to the school for student SEL, as well as teacher and parent counseling and support. During the initial zoom meeting on **7/29/22** Aimee explained her eagerness to work with a school such as OACS and her desire to support ED, high risk students who often learn in alternative ways. Due to her past as an educator, Aimee has an in-depth

understanding of our focus on student accountability, and appreciates the design of the SANO program to add additional Tier 2 intervention. She was able to affiliate with OACS as a private LMHC and also offer a verbal agreement to conduct initial SEL training, as well as support with the parent education in the future.

St. Bonaventure School of Education, The Mother House Quick Arts Center, St. Bonaventure Library: St. Bonaventure has agreed to affiliate in multiple areas, and each will be purposefully integrated into OACS. The quest for an efficient way of forming the desired affiliations began in May with a conversation Dave had with Dr. Ryan, speaking about the possibility of exploring options between St. Bonaventure University and OACS. Conversations regarding volunteer opportunities took place between Alice Miller-Nation, Tom Buttafaro and Shannon McInyre, and Dr. Andrews from the School of Education reached out by phone on **7/9** to initiate a meeting to explore options for affiliation regarding the School of Education. Dr. Hauser was able to finalize an affiliation and both Dr. Andrews and Dr. Hauser confirmed the option to support the professional development of teachers at OACS, as well as the support for the possible enrollment of an ELL student including furthering an individual teacher's training, professional development for the staff, and including OACS in the expansion of the future ELL program. In addition, Isaac Spaeth was able to formalize affiliations with the St. Bonaventure Library (**7/25**) and Quick Arts Center (**8/15**), supporting the OACS integrated curriculum and highlighting the Arts Department and aspect of place-based learning.

Starbridge, TIES Program: Per a parent conversation Shannon reached out to Starbridge as a potential SPED affiliation. Through conversations and zoom meetings it was established that Starbridge offers SPED community support to help educate parents and community members, including teachers, on Special Education, SEL, and other aspects of supplemental services. Starbridge Family Education Specialist forwarded OACS to Kathy Costello at the TIES program, as well as to LMHC Aimee Kaple. A formal affiliation was solidified verbally on 7/30 with Starbridge and included coplanning events should OACS open. OACS agreed to be present for Starbridge's Tie-Dye Event 9/9 and will be included in their marketing. Additionally, Shannon confirmed Allison, a parent who has been vocal and supportive of OACS at Twin Tiers where many supportive emails have come from, as a TIES coordinator solidifying the affiliation with the TIES Program, and therefore another avenue for DEI and student support. "Together Including Every Student (TIES): TIES promotes the participation of children/young adults with developmental disabilities in extracurricular and community activities by providing effective support. This support is provided by trained student volunteers."[88]

Boundless Connections: OACS made the determination to affiliate with Boundless Connection at the first meeting on ***5/11/22*.** The Minority, Female run business supports individuals, classes, schools, and the community with technology education through a STEM focus. Christina Lopez was very eager to work with OACS as a way to support the Olean community with expanding employment options in the tech field for students post high-school graduation. Boundless Connections deems itself a pipeline for tech talent, and has offered their talent and services in support of training staff, a specific tech course integrated specifically to OACS, and social support with marketing for the school should OACS open. The concept of developing a teacher-training online support course is one that involves the strengths of both organizations and could be used throughout both organizations. On **7/7/22** Christina Lopez connected OACS

[88] https://www.cattlv.wnyric.org/Page/3550

to Councilman John Crawford who has been an integral part in establishing OACS as a potential educational option within Olean. Supplemental emails and zoom meetings dated ***5/186/3/2022, 7/7/227/1/22, 7/3/22*** have supported OACS in having a greater understanding of the local community, the dynamics amongst community members, and plans to sit on the OACS Board of Trustees should the school open.

4H: After a meeting with parent and supporter Lisa Reynolds regarding the necessary affiliations for the agriculture components of OACS, she recommended and connected OACS to 4H. 4H offers multiple support programs including student education regarding nutrition, animals, agriculture, farming, and community awareness of sustainable practices. Additionally they are eager to support parents in their quest for supporting their child's education. During the initial meeting on **7/5/22** Abigail from 4H explained that Olean Public Schools has been historically unwilling to affiliate with 4H for agriculture and therefore OACS was eager to form the affiliation and welcome them to conduct monthly classes and support the development of an after school agriculture program. As the foundation of what 4H does is grounded in principals including 4-H believes that all young people, as members of families and communities, and citizens of a global society, should have the opportunity to reach their full potential. 4-H builds a culturally competent workforce engaging adults and youth from diverse backgrounds.", OACS has identified the affiliation as one that is mutually beneficial and can also benefit the school's SWD. Abigail has mentioned in a variety of communications including ones on**, 7/7/22, 7/16/22, 7/28/22, 7/30/22, 8/22/22,** that the objective of community involvement, including DEI, is one that 4H believes strongly in. Therefore, developing a course including 4H would be more than possible and would benefit the local 4H community with marketing to help expand their program.

Teachers from Neighboring Districts: The OACS founding board contains two teachers from neighboring school districts: Brian Stuhlmiller (Cuba-Rushford Public School)and Joseph Franzen (Accepted a position at Portville Public Schools on 8/1/22), an additional support who helped to establish the initial components of the school, Kathie Martin-Dudley, has recently taken a new job in Ellicottville Public Schools. Kathie, Joe and Brian connected the other members of the OACS founding board to Sara Miller, a high school English Teacher who found value in the mission and vision of OACS. Additionally, through Isaac Spaeth, OACS founding board was connected to Emilee Pryor, a previous BOCES ELL teacher who currently works at the University of Pittsburgh- Bradford Campus. Emilee was able to review the proposed ELL strategies based on the Cattaraugus County framework and found notable value in Attachment 13. These teachers have all agreed, and are eager to support the development of professional development courses focused on STEM and agriculture, consciously designing the programs with an ELL support focus.

II. EDUCATION PLAN: EDUCATION PHILOSOPHY

As an educational team, the founding board of OACS believes it is our responsibility to facilitate students' learning emotionally and academically so they can grow into lifelong learners. OACS believes that strong values, a drive for exploration, as well as solution-based critical thinking skills are common traits productive members of society have. OACS' founding board has selected the use of STEM philosophies as the research-based means of supporting students (K-12)in their abilities to meet the identified common traits.[89]

[89] https://eric.ed.gov/?id=EJ1181938

Effective facilitation can occur in a successful school environment that offers parents a safe space for their children to learn, as well as a place for students to receive a demonstration of consistent values that parents can reference to support raising their children. OACS' founding board believes that OACS will not be a substitute for a child's family or home-life, but will complement it and demonstrate how a unit of people can work together, problem solve, and find each others' strengths to achieve success long-term. For this reason, OACS' core values of: Community Service and Community Involvement, Accountability, Respect, and Empathy serve as the base for OACS' educational philosophy, the educational environment, and the curriculum.[90]

OACS believes that project-based, place-based education ensures that teachers are able to be facilitators of learning, not merely individuals who deliver facts that must be memorized. A holistic approach to learning is also woven throughout the curriculum in all subjects including Music, Art, throughout the practical application of OACS Programs Block, as well as during the Morning and Afternoon Meeting times.[9192] Students are therefore afforded purposeful STEM experiences, while identifying and digging deeper to develop a self-driven, value-based internal monitor, where the environment consistently incorporate the school's core values.

In addition to the core values and STEM philosophies being woven into the school's curriculum and environment, OACS' founding board believes it is essential for these same values are woven through the school's daily operations, policies and procedures, governance, and professional development.[93] With the organization of OACS' January and May reflective practices, adjustments can be made so as to continually hold true to the mission of the school and ensure that the positive school culture is being created.[94] Additionally, community service and involvement can be seen through the preparation of ensuring that parent and community volunteers are fingerprinted, receive training, and are welcomed into the school's environment. With the OACS governance structure, as suggested in the Values Based Education Guidebook, a director position, the Programs Director, is specifically designed to coordinate school programs such as the high school internships with the Seneca Nation and Canticle Farms and the CTE graduation track, while the directors' positions are designed specifically to work as a team.[95]

Accountability is demonstrated through the use of the School-wide Behavior Management System, as well as the Students are Number One System. Respect and Empathy are reflected through our careful selection of affiliations for professional development opportunities, curriculum supports, and community engagement. This is reflected in the OACS drive to prepare the whole child and every student including ED students, SWD, and ELL, through the hiring of a Community and Parent Engagement Coordinator. OACS hopes to foster a relationship where parents and the community will always have a voice within the school.

B. CURRICULUM

The OACS curriculum is grounded in research-based practices and therefore meets New York State requirements, students' needs, and parents' desires. OACS has followed the best

[90] https://valuesbasededucation.com/downloads/vbe_guidebook.pdf
[91] http:/promiseofplace.org/#:~:text=Place%2Dbased%20education%20(PBE),other%20subjects%20across%20the%20curriculum
[92] https://www.gettingsmart.com/wp-content/uploads/2017/02/What-is-Place-Based-Education-and-Why-Does-it-Matter.pdf
[93] https://valuesbasededucation.com/downloads/vbe_guidebook.pdf
[94] https://valuesbasededucation.com/downloads/vbe_guidebook.pdf
[95] https://valuesbasededucation.com/downloads/vbe_guidebook.pdf

practice of backwards mapping.[96] By assembling our end goals surrounding individual grade-level expectations, SEL goals, as well as the end goals for Grade 8 and Grade 12 students at OACS, the team was easily able to spiral they curriculum vertically, ensuring the incorporation of New York State tested standards, as well as key curriculum components including those that stem from the affiliations established with the African American Center for Cultural Development, the Seneca-Iroquois National Museum (Onöhsagwë:de' Cultural Center), the Olean Historical Society, the Cattaraugus County SPCA, 4H and Canticle Farms.

During the backwards mapping process, OACS was conscious of the importance of scheduling and specifically developed the availability for teachers to coplan and coteach subjects based on the school's schedule. As previously mentioned, the schedule was specifically created as part of the holistic process. Since the curriculum is fully integrated, surrounding the grade levels' monthly skills and themes for K-8, references to previously learned subjects are naturally found and the process of encouraging students to dive deeping during times of independent exploration is encouraged. As Dr. Kathryn J. Andrews stated, an Assistant Professor in the School of Education, "this curriculum actively works to put into the practice the theories we learn (while working to become educators)".[97]

The base of the elementary and intermediate curricula were developed by Shannon McIntyre, with Joseph Franzen adding the place-based and agriculture components. The program integrates art and music from K-4 daily, with the full development of those courses being completed by Isaac Spaeth, a local music teacher and PhD candidate, and Mary McIntyre, a Buffalo-based STREAM (STEM in a religious environment plus art)coordinator who has remained supportive of the school. Most importantly, members of the community including the board members from the Olean Historical Society, The African American Center for Cultural Development, the Seneca-Iroquois Museum Director and Canticle Farms have actively integrated components including specific themes and projects they believed would be beneficial. The integration of these notable affiliations adds practical application of diversity, equity and inclusion and SEL learning that are necessary for at-risk students as some are welcomed as yearly speakers, some include specific field trips, and others offer perspective to monthly topics and themes through in-class educational opportunities. This is reflected through the Grade 8 internship at Canticle Farms where students will actively explore the inner workings of a farm, as well as the many purposeful and preset field trips, 4H's presence within the school throughout the year and the specifically developed Native American History Course which actively challenges common misconceptions about Native American culture. **Elementary and Intermediate Curricula:** The elementary and intermediate school curricula use a combination of Common Core and Next Generation New York State standards pre-arranged by monthly Bloom's Taxonomy skill and OACS selected theme, to support teachers in planning for more exploratory, interactive, and project-based lessons.[98] Planning is therefore conducted by month and not by week. Teachers will be expected to spend the bulk of their planning time developing the month's lessons to meet the following month's stated standards, integrate a variety of internal assessments, as well as integrate necessary support lessons for SWD, ELL, and those at risk of

[96] https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/

[97] June 24, 2022, conversation after curriculum review on St. Bonaventure Campus

[98]https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/#:~:text=Familiarly%20known%20as%20Bloom's%20Taxonomy,Analysis%2C%20Synthesis%2C%20and%20Evaluation.

academic failure. Teachers will have access to online resources including Learning A-Z and other online curriculum supports.[99] During the initial 2 week training, teachers will review the curriculum, evaluate to verify that the state standards are comfortably met throughout the year, and offer suggestions on additional curriculum resources the school will purchase to support the teacher in meeting his/her/their requirements.

During the school's review in January and again in June, the school's curriculum processes will also be reviewed. The curriculum is laid out by month, with the following individual standards organized to match the stated themes and skills. Students will be grouped within the classroom based on ability and skill level to ensure that the teacher can address every student's individual needs. Due to the design of the schedule, students who are performing significantly above or below grade level will be allowed to attend courses in a class above or below if parents or teachers allow. As mentioned in the assessment section, a variety of assessments will be used to review students progress and evaluate if students are meeting the expectations below and also receive the necessary supports should the child be considered SWD, ELL or at risk of academic failure.

The Art and Music curricula are integrated using the monthly skills derived from Bloom's Taxonomy, as well as the monthly themes. In addition, as previously mentioned, both curricula are place-based, project-based and include strong elements of historical exploration. The PE curriculum for the elementary and intermediate years will be integrated with the agriculture curriculum ensuring that students practically apply the NYS Physical Education Curriculum within the practical application of the class' integrated agriculture component.[100] The Spanish curriculum for the intermediate years and high school will prepare students for clear historical and cultural analysis. This aspect will use skills exercised throughout the students' in-class topics that focus on exploring beyond their personal experiences and perspective a standards-based, grammar focused program that highlights cultural awareness and exploration. During the Intermediate Years, students will alternate for 5 months and operate based on a six day schedule for Music/Art and PE/Spanish allowing for the combining of students from 2 grade levels based on ability.

Specifically, each component of the elementary and intermediate curricula has been consciously placed so that SWD, ELL and those at risk of academic failure will be able to demonstrate success throughout the year, while identifying a passion that OACShope will spark the drive to continue the path into becoming a lifelong learner. Should SWD, ELL students, or those at risk of academic failure require further support beyond that allotted during the school day, coordination will be made with the Special Education teacher or AIS Teacher, accordingly, to conduct support services during the Programs Block at the end of the day. OACS' goal is to use this as a final resort, though, as it is essential for students to receive the opportunity to discover and explore their passions while contributing to the school community.

Benchmark 1 of the Charter School Framework is identifiably addressed by the interdisciplinary curriculum identifying, planning for, and spiraling important aspects and skills to develop a curriculum that is horizontally and vertically aligned. This allows students repeated practice using their strengths and weaknesses, and affords OACS the ability to set short and

[99] https://www.learninga-z.com/site/resources/research-and-efficacy

[100] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/new-york-physical-education-learning-standards-2020.pdf

long-term goals for students to achieve based on individual development and not only state expectations. **High School Curriculum**: The base of the OACS high school curriculum stems from the New York State Next Generation Learning Standards. The courses offered include: English (English 1, English 2, English 3, English 4, as well as Writing and Composition Support as needed)Math (Algebra 1, Algebra 2, Geometry, Calculus), Social Studies (Global 1, Global 2, US History 1, US History 2)and Science (Earth Science, Biology, Chemistry, Physics and an Environmental Science course through the University Pittsburgh at Bradford). The specifics of the high school coursework will be developed based on the initial-year's analysis to support Grade 8 students transitioning into high school. Incoming high school staff (2024-2025 school year)will be employed 1 week prior to the school's professional development to support a curriculum development and receive professional development conducted by Joe Franzen, Shannon McIntyre and Dr. Jason Eastman. This PD will lay the groundwork for the development of the Next Generation Standards into a seamless curriculum that supports the students in danger of academic failure, as well as those who may lack the necessary skills to perform successfully on a Regents examination.

Spanish and PE will be required, as well as a choice of Art or Music. Additionally, students will be required to participate in an Interdisciplinary Sociology Course for 2 years with a 2 year practicum following. This course was developed by Dr. Jason Eastman, a Sociology professor who has an extensive background in Food Science and Agriculture. This mandatory course incorporates anthropological perspectives, OACS' values, as well as the school's key design components. The goal for this course is for students to receive the base for, and then the opportunity to, identify a problem or gap in Olean's community, as well as a STEM-based solution for that program. The design and execution of this plan falls in alignment with the CTE Agriculture graduation track and is inclusive of an internship at Canticle Farms more detailed than that offered in Grade 8.

The University of Pittsburgh-Bradford Campus has agreed to affiliate and meet the expectations for higher-education affiliation for the CTE Agriculture Pathway. In conjunction with the Integrated Sociology Course, students who also take Environmental Science will be granted 3 credit hours and meet the NYS CTE Pathway requirement due to the reciprocity that exists Between The University of Pittsburgh and NYS Dept of Ed.[101] OACS Plans to develop and apply for CTE Agriculture Certification October 2023. The school's counselor, in addition to the Director of Programs will work to ensure that students select the graduation path most suited for their desires: General Regents, STEM, CTE Agriculture Pathway, and/or an incorporation of the General Education Work Experience Program, or the Work Experience and Career Exploration Program which targets ED students specifically.

As supported by research demonstrating how high school electives shape students' social and emotional well-being, as well as reinforce core coursework, OACS has purposefully selected specific elective options for students.[102] OACS intends to offer a Seneca Nation Course developed by Dr. Stahlman, the head of the Seneca-Iroquois National Museum (Onöhsagwë:de' Cultural Center). Participating in this elective would allow students to be invited onto the Seneca Nation and participate in a program that is currently affiliated with more than 5 major colleges and universities, while allowing students to practically apply the STEM philosophies to

[101] Zoom conversation, 7/19/22
[102] https://www.educationworld.com/teachers/elevating-electives-why-they-matter-so-much

support global education of Native American Cultures. Dr. Alicia Forgarty has offered to design a psychology course based on OACS high school's drive to explore all core values and exploring what drives the human psyche, as well, neuroscience and perception. Other elective course options will include: Technology through Boundless Connections,

As mentioned, for testing and monitoring, the main subjects in the OACS high school curriculum will be executed using the Regents framework and New York State Department of Education NGSS Standards. It is essential that the materials selected be in alignment with the students' and school's key design components including STEM being demonstrated across the curriculum. Within the high school, SWD, ELL students, and those at risk of academic failure will have both a study hall and the programs block (Monday-Wednesday) to seek additional support through their teacher or AIS Reading support, as well as additional support services run by the Director of Special Education, as OACS intends that position to teach 5 hours per week.

Benchmark 1 of the Charter School Framework is identifiably addressed by the design and delivery of elective courses addressing Regents topics including Global Studies and History, as well as Biology, Earth Science, Literature (The Jungle), and Mathematics through Engineering.

As noted, the school-wide Morning and Afternoon Meeting is designed to offer SWD, ELL students, and those who may have academic and social difficulties necessary support.[103] Those conducting the school-wide meeting will emphasize the school's values of Respect and Empathy and highlight positive examples of that, grounded in the value vocabulary word being addressed for the week. It is important to note that the OACS plan includes that K-1, and possibly 2 will begin the year with their own meeting, addressing behavioral and cognitive components can be clearly addressed in an age and ability-appropropriate way.

C. INSTRUCTION

The OACS curriculum was created to afford teachers the ability to easily individualize instruction. Due to the design being a thematic and skills-based approach, teachers will be encouraged to use a variety of methods such as direct-instruction, guided instruction, and in the intermediate and high school years, lecturing.[104] Additionally, OACs will use the project and place-based teaching methods as a foundation for inquiry and problem-based instruction.[105] These instructional methods, combined with the opportunity for teachers to use their professional discretion falls in alignment with OACS mission and vision which highlight the drive for all students to meet their academic abilities in an environment where all members feel respected in pursuit of becoming lifelong learners.[106] OACS' selected population focus of ED will be specifically addressed through research-based strategies.

OACS highlights Bloom's Taxonomy as a means to increase critical thinking and offer students opportunities to participate in Socratic questioning.[107] Systematically integrating Bloom's Taxonomy allows teachers to easily prepare lessons focused on STEM principles, as well.[108] The framework encourages experiential learning which are the premise of the OACS philosophy: Community Service and Community Involvement, Accountability, Respect, and

[103] https://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1143&context=education_masters
[104] https://www.buffalo.edu/catt/develop/design/teaching-methods.html
[105] https://www.buffalo.edu/catt/develop/design/teaching-methods.html
[106] https://oleanacademy.weebly.com/our-mission-and-vision.html
[107] https://www.proquest.com/openview/7821f56129e6fb606296e4781658591e/1?pq-origsite=gscholar&cbl=18750
[108] https://scholar.lib.vt.edu/ejournals/JOTS/v41/v41n2/asunda.html

Empathy.[109] Based on the schedule and design of the classroom day, students are systematically afforded the ability to move at their pace within a classroom, yet challenged by the content skills and focus on individual, pair, and group inquiry-based and problem-solution based learning. Students' long-term success is intentionally planned for. This self-driven and challenging setting environment supports effective goal-setting for future student endeavors, as teachers facilitate students in learning the necessary executive functioning skills.[110]During middle school, students are exposed to the same place-based, project-based thematic OACS curriculum, but focused more heavily on Applying, Analyzing, Evaluating, and Creating as more student-developed and class goals are placed at the end of weeks, months, and years.[111] Students are exposed to specific values-based concepts that involve students connecting with themselves and the world around them. The ultimate objective of this framework is to create an environment of life-long learning for all students by learning how to set concrete goals and identifying the steps necessary to solve the stated goals.[112]

As an institution, prior to the student demonstrating an inability to meet the academic standards, additional instructional strategies are in place to support teachers in identifying the most effective way to instruct students who are having difficulties. When educators feel it necessary, they will refer students to the Tier 2 intervention program SANO. SWD, ELL students, and those at risk of academic failure will have a specific plan developed with set dates for progress monitoring. Within the system is an expectation of increased communication for the adults who interact with the children. The SANO system can be in addition to or in support of the child's existing IEP or 504 plan, as well. This unique and systematic approach to the organization and delivery for instructional strategies and support affords teachers the ability to access multiple strategies a 'team' offers, prior to an IEP or 504 plan, supports individualized student learning and encourages intervention. As embedded support, students, including SWD, ELL, and at risk students, will experience integrated teaching strategies.

Throughout daily lessons, as part of the educational culture, teachers will support students' lessons being broken into smaller steps, as well as use graphic organizers and support lists when necessary. The nature of the daily lesson plan includes opportunities to independent, pair, and group work throughout the course of the day and spiraled throughout the week.[113] Within a classroom, teachers will encourage a caring environment that is meant to support all students, including SWD and ELL students, as needed. Regarding SWD and the high school CTE Agriculture component, CTE teachers and special education teachers will consciously create specific goals and supports to support success for a student who chooses to participate in the designated CTE coursework and/or practicum portion. This will support SWD participation to the greatest extent possible.[114]

D. SPECIAL STUDENT POPULATIONS AND RELATED SERVICES

OACS intends to use proactive, intentional, formal, and flexible methods of instructing

[109]https://www.kent.edu/community/what-experiential-learning-and-why-it-important#:~:text=Experiential%20Learning%20is%20the%20process,classroom%20to%20real%2Dworld%20situations.

[110] https://kappanonline.org/goal-setting-practices-support-learning-culture-nordengren/

[111] https://kappanonline.org/goal-setting-practices-support-learning-culture-nordengren/

[112] https://digitalpromise.org/2015/08/26/what-happens-when-students-work-at-their-own-pace/

[113] https://ldaamerica.org/info/successful-strategies-for-teaching-students-with-learning-disabilities/

[114] http://www.nysed.gov/common/nysed/files/programs/career-technical-education/wbl-manual_0.pdf

SWD.[115] to use the Push-In Method as often as possible, so as to draw limited attention to those requiring services and further utilize the consciously developed schedule. This will also support a seamless integration of special education support into the classroom. The Pull-Out Instructional Method will also be used in combination with a multisensory, task-evaluation-based, and an introduction to other supports. OACS believes in addressing students' individual needs while supporting an appreciation for community and our core values. To accomplish this, students are instructed in both whole group and small groups while supplemented with a variety of supports previously mentioned. Students who have added difficulties or exceptional circumstances will require additional methods and techniques that OACS is prepared to receive professional development in from external sources including St. Bonaventure University.

Olean Public Schools registers no more than 10 ELL students which calculates as 0% of the student population. Of those students, all are considered as part of the English as a New Language Program offered at Olean Public Schools.[116] Of the full population of students, 17% are considered SWD. OACS is preparing, as mentioned throughout this application, for the possibility of 1-2 ELL students. OACS' projected SWD enrollment will align with the public school at 17%. OACS is addressing a targeted population of those who are ED, and therefore are statistically considered, "at risk".

According to parent responses and general questions, approximately 25% of the students who have sought to potentially attend OACS would be considered struggling, gifted, or learn in an alternative way. To develop an effective support program, OACS has implemented a governance structure that considers all students' needs and also addresses the potential need for ENL support.

Within the governance structure lies a Director of Programs, as well as Director of Student Services. The Director of Programs is tasked with supporting the implementation of the Agriculture Program, as well as the field trip and internship components that include supporting students who may be classified as struggling or gifted. Additionally, the Director of Programs is a resource for teachers to support the delivery of alternative lessons that would address gifted needs including those that incorporate vertical planning and specific coordination. The Director of Student Services is classified as the DASA Coordinator and point of contact for the CSE Chair at Olean Public Schools. Their primary objective is to support the needs of students who have been classified as SWD, ELL or those with a Tier 2 SANO support program.

The Director of Student Services, in combination with the Director of Programs, will address effective planning and the introduction of teaching methods that would support the necessary populations during the monthly staff meetings, as well as within weekly newsletter updates. The ENL program will fall directly under the Director of Student Services as a potential teacher who has completed her SWD certification most recently and has agreed to attend additional classes to become the school's ENL/ESL teacher by obtaining her ESOL Certification. Additionally, through the affiliation with St. Bonaventure University, areas that will likely be addressed through ELL professional development and future coursework include, but are not limited to: "**Content knowledge:** Students will be able to understand the central concepts of Linguistics and Second Language Acquisition, Pedagogical content knowledge: Students will be

[115] https://www.theedadvocate.org/types-of-classroom-interventions/
[116] https://data.nysed.gov/ell.php?year=2021&instid=800000054734

able to develop instructional plans and strategies, and connect them with content knowledge. **Professional knowledge:** Teachers will be able to understand the learning needs of all students, and utilize their professional knowledge and skills, including the implementation of assessments and technology, to create effective learning experiences, **Reflective practice:** Students will be able to continuously evaluate the impact of their work with students, reflecting on their practice and addressing their needs for continuing professional improvement, **Professional dispositions:** Students will practice professional ethics, including dedication, respect, intellectual integrity, positive outlook, self-awareness, and professionalism".[117] **Addressing Students Who Learn Best With Alternative Means and Gifted and Talented Students:** The founding OACS board has chosen to specifically analyze the curriculum to ensure that OACS is addressing the parent concern of students who learn best in an alternative educational setting, using discovery-based or independent-learning methods derived from the Montessori Method.[118] Students receive periodic opportunities for physical movement throughout an individual day as whole group lessons are kept to a 10-30 minute minimum, depending on elementary or intermediate grade level.[119] High school students receive up to 40 minutes of whole group instruction per class when necessary, but not daily.

Within the OACS (K-8)curriculum students are exposed to the self-paced, individualized education that Montessori offers by incorporating individual as well as group-based learning that allows for certain groups to be conducted as pairs, individuals, or teams[120]. These groups run throughout the day when the students are not participating in whole-group instruction, and support students with real-world problem-solving while highlighting the advantages of multi-ability environments.[121] Additionally, within these small groups, students have experiences that are geared towards the Waldorf Method which focuses on the advantages of human relationships and exercising interpersonal skills[122] Through professional development, teachers from K-8 are also encouraged to include game-based play and place-based learning that occurs in other alternative education settings including within the Amara Berri System of learning[123] Most notable within the OACS K-8 program students are exposed to outdoor education where specific projects are embedded into the curriculum allowing for teachers to include the notable input of executive functioning skills, problem-solving strategies, and means of effective communication. As the OACS curriculum incorporates Socratic questioning within a cognitive environment, students are prompted to think beyond their typical patterns of learning[124] Students who might be considered 'alternative learners' are presented with a variety of opportunities in high school. During the students' Mandatory Integrated Sociology Course, they are guided through the process of accepting new information, analyzing and critiquing that information and existing systems, and projecting solutions for identified problems. There are

[117] Received from a conversation with Dr. Andrews regarding the progress of the ESL program 7/22/22

[118] https://www.rasmussen.edu/degrees/education/blog/pros_cons_montessori_education/#:~:text=The%20Montessori%20Method%20was%20developed,encourage%20independence%20among%20their%20pupils.

[119] https://www.cdc.gov/healthyyouth/health_and_academics/pdf/pa-pe_paper.pdf

[120] https://www.rasmussen.edu/degrees/education/blog/pros_cons_montessori_education/#:~:text=The%20Montessori%20Method%20was%20developed,encourage%20independence%20among%20their%20pupils.

[121] https://amshq.org/About-Montessori/What-Is-Montessori

[122] https://www.waldorfeducation.org/waldorf-education

[123] https://www.coe.int/en/web/interculturalcities/-/the-amara-berri-system

[124] Barnes, Brian & Payette, Patty. (2017). Socratic Questioning. The National Teaching & Learning Forum. 26. 6-8.10.1002/ntlf.30129

many advantages for students who experience guided problem-solving opportunities. These include, but are not limited to: increased resiliency and an increased ability to articulate opinions and draw links between previously learned information. [125] Similar to a CAS project in the IB curriculum, the objective of the Integrated Sociology course is to facilitate students through the process of looking outside of themselves to see a bigger picture involving their community and the world. [126] Each student's experience through this course will be different, monitored by the Director of Programs and the student's advisor who may be the school counselor. Some students may spend a semester researching together and complete the design of a Mathematics-based project independently, for example. Others may find a problem to explore and solve within the field of Music where others may gravitate towards agriculture and the CTE Pathway. Additionally, high school students participate in the Programs Block three days per week. That experience affords high school students the opportunity to practice skills necessary for leadership, mentoring, and guidance while also exploring their gifts, talents, and long-term desires.

All students, including the targeted population of ED students, will be exposed to the same evaluation systems so each student's areas of needed improvement are brought to light, but how they are addressed will be different. Should students require a specific accommodation or support, St. Bonaventure University has agreed to offer professional support regarding teacher education. Through actively seeking solutions, OACS will ensure the effective ability for us to service any student who enters OACS. **SWD Specific Information (https://docs.google.com/document/d/1pl8YO847gvABF7v_gxcr0LS andZJF4p_ACXJyqv29G8/edit?usp=sharing):** New York State Education Law requires that charter school students receive special education services in accordance with the individualized education program (IEP)recommended by the committee on special education (CSE)or subcommittee on special education of the school district of residence. Therefore, for purposes of the IDEA, the school district of residence is the LEA, and a charter school is deemed a school of the school district.[127] New York State Education Law places the committee on special education (CSE)responsibility for charter school students in the school district of residence. The school district of residence is the local educational agency (LEA)under the Individuals with Disabilities Education Act (IDEA)and is responsible for the evaluation, identification and placement of, and IEP development for, charter school students. New York State Education Law makes the charter school responsible for implementation of the IEP in compliance with all federal laws and regulations relating to SWD.[128] The Committee is required to include certain individuals who know the student and his or her unique needs and who can commit the resources of the school to address the student's needs: student, parent, general classroom teacher of the Student, individual who can interpret the instructional implications of the evaluation, school district Representative, Individuals with knowledge or special expertise about the student, special education teacher, or related service provider, of the student, school psychologist.[129]

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[125] https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/cross-discipline-skills/teaching-problem-solving-skills

[126] https://world-schools.com/ib-international-baccalaureate-cas/

[127] http://www.nysed.gov/charter-schools/charter-schools-and-special-education

[128] http://www.nysed.gov/charter-schools/charter-schools-and-special-education

[129] http://www.nysed.gov/charter-schools/charter-schools-and-special-education

Education Law prohibits a charter school from developing an additional CSE or committee to serve in place of the CSE developed through the LEA. School districts must comply with the IDEA discipline procedures that relate to CSE functions, such as conducting manifestation determinations, conducting functional behavioral assessments and developing and reviewing behavioral intervention plans, and providing all required notices in connection with the CSE meeting, including a procedural safeguards notice.[130][131] It is the charter school's responsibility to maintain the privacy of IEP information per FERPA law.[132]

After meeting with Dr. Morris, the Olean Public Schools superintendent on 8/15, it was determined through email that she will email OACS with expectations and contact individuals necessary for the effective and legal execution of necessary CSE meetings. In addition, OACS agreed to inform Dr. Morris immediately should the school be approved to open and a Director of Student Services is hired so they would be able to plan accordingly.

E. ASSESSMENT SYSTEM

OACS believes that students learn best when a consistent and stable environment is built around them. As ED students are a targeted group of students from the community, it is vital that assessments remain consistent with research-based practices.

All OACS teachers use a holistic approach to assessing students. This means that the entire student profile is considered when a teacher performs an assessment. Incorporated will be a variety of assessment scoring methods that include rubrics, teacher anecdotal notes, self and peer anecdotal notes, as well as point/percentage based and will receive training both at the beginning of the year and throughout to ensure that effective evaluation is occuring. Within the process of student evaluation, students' SEL progress is included in the curriculum checklists (K-8), and is included during the students' self-reflections. Teachers will use the school's embedded projects, journals, drama and presentations, group work, multiple choice activities, pictorial assessments, verbal assessments, and anecdotal notes to contribute to a student portfolio that includes the students monthly self-reflection. During 9-12, SEL evaluation will be incorporated within the Mandatory Sociology Course through reflective practices. **Specific Formative Assessments[133]:** For K-8 formative assessments will include rubric assessments and student self-evaluations periodically throughout a given monthly theme. Additionally, teachers will utilize an ongoing checklist to identify standards students demonstrate mastery with. All OACS students participate in the development of a portfolio that carries with them throughout their learning time. Kindergarten specifically uses the portfolio as a means of demonstrating the ability for the students to meet the stated standards. Additionally, teachers will use Reading A-Z, Fountas and Pinella aligned letters, phonics, and reading level assessments quarterly. **Specific Summative Assessments[134]:** For Grades K-2, summative assessments will include a weekly or monthly project demonstrating proficiency in the designated standards being addressed. For 3-8, summative assessments include midterm tests addressing the necessary standards stated in the teacher's curriculum map, as well as the yearly New York State Standardized Assessments in English, Math and Science when appropriate. High School Students will participate in Regents

[130] http://www.nysed.gov/charter-schools/charter-schools-and-special-education
[131] https://www.p12.nysed.gov/specialed/publications/iepguidance/intro.htm
[132]https://nces.ed.gov/pubs2004/privacy/section_2d.asp#:~:text=IDEA%20protects%20the%20privacy%20of,special%20education%20and%20related%20services.
[133] https://www.cmu.edu/teaching/assessment/basics/formative-summative.html
[134] https://www.cmu.edu/teaching/assessment/basics/formative-summative.html

Assessments as well as midterm and final assessments written by their class teachers following the teacher's designated yearly map. **Specific Benchmark Assessments:** As previously mentioned, students in Grades K-8 participate in a benchmark assessment in Reading, Math and Science (when appropriate)at the beginning of the year. This benchmark will be developed from the student's current year's released NYS test questions in Reading, Math, and Science. The teacher will use a minimum of 15 questions in each subject and ensure that a fair designation of applicable standards is noted. The teacher will be welcomed to include up to 5 of his/her/their developed questions in each subject. Teachers will be expected to score the assessment according to the multiple choice section and utilize the general state writing rubric for the appropriate sections. The teachers will then incorporate areas of concern into curriculum planning to ensure that students' needs are addressed. In high school, teachers will be expected to develop their own benchmark assessment based on the standards that will be used throughout the year. Teachers may use a combination of previous regents test questions and teacher-developed questions. In November and February the STAR Assessment will be administered online, thereby incorporating technology into the evaluation and assessment systems. Teachers will be trained and then expected to use the results to add or adjust listed standards to ensure students receive sufficient exposure. **Progress Monitoring:**Should a student score 1-2 grade levels below on their Reading A-Z, F&P Running Record and/or score below grade level on the November STAR Assessment in Reading and/or Math, the teacher will be expected to introduce and utilize RTI Tier 1 Strategies including, but not limited to those incorporated into the existing curriculum: pair/partner reading, small group task-oriented assignments, an increase in executive functioning support, for example. Should the student score above grade level, the teacher is also expected to introduce strategies to challenge the student and expand the students learning including, but not limited to: additional small or independent group instruction through the use of thematic studies and independent or pair problem solving, for example. The teacher will be expected to monitor student progress and should he/she/they feel necessary, or the parent requests, the teacher may enter the student into the SANO system. As the SANO System addresses Response to Intervention Tier 2, OACS goal is to limit the number of students entering Tier 3 intervention thereby reducing the number of students classified with disabilities. The teacher will be expected to collaboratively, with the Special Education teacher/Director of Student Services/Principal, develop specific goals that can be progress monitored and tracked over a specific time. These goals will be addressed within the student's classroom, by the student shifting up or down a grade during a specific subject, with the AIS teacher, with the school's counselor, and/or through support programs OACS intends to develop with affiliates. Each student's plan will have different goals and dates for review, but the system will remain the same for each student referred. As previously mentioned, at any time parents may request to have their child evaluated for Tier 3 services. **Collecting, Storing, Analyzing, and Using Data:** During the school year, students (K-8)are expected to self-select pieces of academic and SEL work that demonstrate their strengths. These selections will be used in goal setting guided by the classroom teachers and other professionals in the school. Benchmark assessments, and standardized test results will be added to the student's portfolio, as well as notable assessments the teacher selects to demonstrate a fulls cope of the child's learning. High school teachers will be expected to meet with individual students at the 5 week mark to support the students in reflecting through their progress and

setting necessary goals for the remainder of the quarter.

Progress report communication will be sent to parents at the 5 week mark and parents will be encouraged to attend the school's Munchies and a Meeting to meet with their child's teacher in person. At that time, the student's (K-8)portfolio and progress reports will be discussed between the child's classroom teacher and parent(s). High school students' parents will also receive 5 week mark progress reports, as well as scheduled Munchies and Meeting times.

During the January and June school evaluation meetings, assembled data from questionnaires (sent in January and May), students' assessment results, and self-reflection will be reviewed and used in the goal-setting practices for teachers and administrators the following year.

F. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS

Performance: Students are expected to maintain a level of work-performance that matches their highest ability. When this is not possible, it is expected students (Grades 2-12)communicate their needs at appropriate times and in appropriate ways. This includes, but is not limited to letters or notes, requests for private conversations, utilizing the school counselor as a support for communication, etc. When students in Kindergarten and Grade 1 are struggling to maintain high expectations, teachers will be encouraged to use strategies to increase communication and ensure the student is able to clearly express themselves in order to refocus. Teachers will be encouraged to use strategies such as yes/no questions and 'thumbs up/thumbs down' responses.

Should a student struggle with maintaining a high standard due to work performance, fear, anxiety, stress, or defiance, he/she/they will be referred to the SANO system (Tier 2 Intervention)to support an opportunity for collaboration to discuss additional strategies used to ensure the student is able to communicate freely. This will also afford the student and teacher support and the counselor will be made aware of the situation, as well as clearly set goals the student and teacher will be able to use as support to increase student success.

Students should be referred into the SANO system prior to their grades reflecting failing marks, as OACS objective is to be proactive in supporting students' academic and emotional needs.

Promotion: Students in grades K-8 will be promoted based on the demonstration proficiency of the listed standards to meet throughout the school year. Should a student be in danger of not meeting the proficiency requirements by January of that school year, the student's teacher will enter the student into the SANO system if they have not been already. The teacher will immediately request a conference with the student's parents and the Director of Student Services and/or Principal. At this time, the teacher and parents will discuss an in class plan and set specific goals to ensure the school is offering the parents sufficient support regarding their child's promotion. Should a student not meet the 75% requirement options will be considered including, but not limited to: (1)Student retention in a single subject, (2)Student retention at the grade-level, (3) Summer school through the student's home district

Students in grades 9-12 will be promoted based on their ability to perform at a 65% of higher achievement rate based on 50% in-class work (teacher annedotals, portfolio assessment, self-reflective practices, etc.), 20% formal tests and quizzes, 20% class participation (whole group, small group, team, and pair participation). 10% outside of class participation (necessary

homework, flipped classroom work). Should a student not meet the 65% requirement options will be considered including, but not limited to: (1) Student retention in a single subject, (2) Student retention at the grade-level, (3) Summer school through the student's home district (4) Make Up Credit Course including, but not limited to an Independent Study course monitored through the student's class teacher or a designated advisor and meeting the New York State minimum requirements.[135]

Graduation Standards

Regents Diploma	Testing	CTE Pathway/ Agriculture	Testing	STEM Pathway	Testing
English (4)	Regents	English (4)	Regents	English (4)	Regents
Math (3)	Regents	Math (3)	Regents	Math (3)	Regents
Science (3)	Regents	Science (3)	Regents	Science (3)	Regents
History (4)	Regents	History (4)	Regents	History (4)	Regents
Spanish (1)	Regents	Spanish (1)	Regents	Spanish (1)	Regents
PE (2)	Teacher Based	PE (2)	Teacher Based	PE (2)	Teacher Based
Health (.5)	Teacher Based	Health (.5)	Teacher Based	Health (.5)	Teacher Based
Art (.5)	Teacher Based	Art (.5)	Teacher Based	Art (.5)	Teacher Based
Music(.5)	Teacher Based	Music(.5)	Teacher Based	Music(.5)	Teacher Based
Electives (3.5)	Teacher Based	Electives (3.5)	Teacher Based	Electives (3.5)	Teacher Based
-Mandatory OACS Sociology		Pathway Credit CTE Agriculture	Work-Based/Env. Sci	Pathway Credit (1)	Environmental Sci.
-Technology, Psychology, Environmental Sci., Seneca Nation Course		-Mandatory OACS Sociology		-Mandatory OACS Sociology	
		-Technology, Psychology, Seneca Nation Course		-Technology, Psychology, Seneca Nation Course	
	22 Credits		**22+ Credits**		**23 Credits**

G. SCHOOL CULTURE AND CLIMATE

As mentioned previously, part of OACS' mission is to ensure all students identify and expand their natural gifts and talents, as well as demonstrate academic proficiency. OACS' vision is to consistently provide a positive, safe, and healthy environment where all members feel respected while supporting students in becoming life-long learners. This vision is accomplished through the execution of systems involving Bloom's Taxonomy that support the internalization and value for the school rules of: Community Service and Community Involvement, Accountability, Respect, and Empathy. OACS' culture is one where students are offered positive reinforcement for exceptional behaviors and positive choices. OACS' culture is one where students are expected to consider others feelings, respect others regardless of their personal feelings, and are held accountable for their choices. This is reflected in the school's rules and pledge and is therefore displayed throughout the classrooms and schools.

Though the Director of Student Services and Principal will be tasked with overseeing the main sources of support for school cultural and behavioral concerns, the School Counselor and Social Worker will be the immediate contact for isolated instances that rise above the class level. After the initial conversation, should the student require consequences, those will be given by the Director of Student Services or Principal who will inform the classroom teacher of the result for the teacher's files and parent communication.

When exceptional or repeated behaviors occur, the SANO process is started by the class teacher should he/she/they believe that an isolated instance is developing into a repeated pattern, or the isolated instance requires further support outside of the classroom teacher's expertise. During this process, headed by the Director of Student Services the Counselor/Social Worker, Director of Programs and/or Head of Special Education, Principal and Classroom Teacher attend a meeting about that student. This allows for brainstorming or best practice to occur. Meetings will be arranged per scheduling and as soon as possible from the date of form submission. Multiple students may be scheduled simultaneously if necessary. It is the

[135] http://www.nysed.gov/curriculum-instruction/1005-diploma-requirements#MakeupCredit

responsibility of those in the meeting to identify if the concern is based on academics, behavior, or an outside concern not noted within the school's systems. This will direct the next steps with the student, teacher, and school.

It is essential for the Director of Student Services, Principal and Director of Programs to maintain an outlook that focuses on problem-solving and celebrating the identification of areas of needed support. The OACS' culture will be directly linked to an open-door policy with parents and the expectation that the school's values will be adhered to by all staff members. The school's culture will be evaluated through the Teacher and Parent Survey presenting in January and again in May. The questions specifically directed towards the school's culture include:

1. Teacher: Do you feel as though OACS vision of "providing an engaging, challenging, value-based education grounded in Science, Technology, Engineering, and Math. This is accomplished through the execution of systems involving Bloom's Taxonomy that support Community Service and Community Involvement, Accountability, Respect, and Empathy" is being accomplished? If not, please explain why.
2. Teacher, Parent, Student: Do you feel as though OACS is a positive environment?
3. Teacher, Parent, Student: What would you love to see change at OACS?
4. Teacher Specific: What is your favorite part of working at OACS?

Social Emotional Learning: As referred to throughout this application, SEL is cultivated throughout the process of Morning and Afternoon Meeting times, as well as the integration of specific SEL standards into the school's K-8 curriculum. Student will be exposed to a set standard for Social-Emotional Development, as well as experience the appropriate systems, methods, and practices necessary for students to meet their individual needs during the Elementary and Intermediate Years, and held to a higher standard of implementing the introduced and cultural practices they have been exposed to in high school. High school SEL will continue with the integration of speakers from OACS affiliates that focus on the monthly themes including components of community service, DEI, and SEL.

School-Wide Behavior Management Policy (SWD inclusive) Successful behavior management involves input from parents and teachers, as well as buy-in from students. OACS has utilized a variety of suggestions to develop a proactive, in-depth, school-wide behavior management system that supports students' education, as well as encourages positive behaviors. OACS' School-wide Behavior Management System works to consider the school's needs, individual classes' needs, and individual students' needs and allows teachers to individualize components to meet the needs of their students.[136]

It is essential for educators to use pre-planned, intentional classroom behavior management procedures that reduce the likelihood of problematic behaviors occurring. Their application is intended to anticipate, and thus limit, disruption, non-compliance and task avoidance by students. Too often, teachers can create or maintain problematic classroom behavior by relying too heavily on reactive management strategies. In some schools, the use of reactive strategies, such as detentions, removal from class and office referrals, is not effective and therefore will be considered as last resort. The use of positive reinforcement is essential to encourage and maintain appropriate behavior and academic learning.[137]

In the beginning of each school year, OACS will dedicate the month of September to

[136] https://files.eric.ed.gov/fulltext/EJ1032366.pdf
[137] https://files.eric.ed.gov/fulltext/EJ976654.pdf

ensure that all students understand the necessary expectations including the use of role-play, social stories, and clear examples of acceptable versus unacceptable behavior, especially during the morning and afternoon school-wide meeting times. Additionally, SWD and ELL students will receive necessary modifications to the classroom behavior management system, as well as supports including reminders taped to their desks, extra verbal reminders, and break times whether included in the students IEP or not.

Each classroom will have the OACS School Rules and Pledge displayed to ensure that students understand how they can earn dollars.

1. **OACS Panthers have pride, are focused, and never give up!**
2. We participate in **Community** service and community involvement.
3. We demonstrate **Accountability** for our actions.
4. We maintain **Respect** for community and self.
5. We show **Empathy** towards others, including personal and global issues.

Each teacher may arrange the review and distribution or removal of Dojo points/dollars at his/her/their discretion (at the end of each period, before lunch, at the end of each day, etc)and will inform parents accordingly. Teachers and other staff members may converse with parents using the message-component of the program, but will be required to when more than one consequence is given. As noted previously, if a teacher recognizes a repeated behavior that requires a consequence, that teacher must complete a SANO form to ensure that the Directors of the school are able to support using a variety of behavioral strategies and to maintain a solution-based school culture. Teachers will be expected to have clear policies and procedures displayed in their classrooms to ensure that students are clear how consequences will escalate, specifically when 1 point ($1)will be removed, and whether it can be earned back. Teachers may include the removal of minutes during the Programs Block as an additional consequence within their classroom system. This must be displayed clearly, not exceed 15 minutes per day, and must be communicated with the parents through the Dojo message app.

H. SCHOOL SCHEDULE AND CALENDAR

Teacher Weekly Schedule: OACS daily school schedule works to efficiently address areas of concern for schools post-covid. This includes, but is not limited to: the lack of substitute teachers and the increase in mixed-ability students within a single grade-level[138]. There is a preset internal substitute schedule that teachers will receive $10 per period they sub, as well.

Teachers are afforded 2 planning periods and one 30 minutes lunch per day. The transition between the K-8 and 9-10 opening was considered in the scheduling to ensure that the schedule will move from a self-contained Grade the first year to a subject based Grade 8 with the 9-10 opening. The Grade 8 teacher to be hired will be certified in one of the core subjects so he/she/they can transition into a subject based position in Year 2.

Both Morning and Afternoon meetings are considered within the schedule and teachers planning time. Teachers maintain consistent daily scheduling with the exception of high school staff on Thursdays and Fridays. The Programs Block courses offered allow teachers to rotate quarterly for an additional prep time for at least 1 quarter. During this time teachers will be expected to increase communication with parents and ensure that their professional development and evaluation criteria are met.

[138] https://journals.sagepub.com/doi/10.1177/00472395211047865

The OACS school schedules and daily calendar incorporates aspects that support students' academic and social emotional learning. Teachers will be required to attend 2 weeks of professional development at the beginning of the initial school year, and returning teachers will attend 1 week afterwards.

Student Weekly Schedule: OACS plans to develop a culture where, at parent request or through evaluation, a student may be able to transition into a grade-level lower or higher for specific subjects he/she/they require additional support or are gifted in. Having a preset schedule ensures fluidity into the cultural transition OACS hopes to see occur. Additionally, scheduled DEAR time supports students in valuing quiet time to read. Planning for Reading AIS has been incorporated into the K-12 schedule, and allows for pull out or push-in depending on the AIS teacher's assessment.

All Elementary students receive Art and Music Daily, Fourth Grade, Intermediate select an art or music focus per term, and High School students select art or music as a focus for the year. All Elementary students receive PE daily, Intermediate and High School receive PE and Spanish on a 6 day alternating schedule. Academically, as previously described, all students receive differentiated instruction throughout the course of one day.[139] This means whole group, small group, independent, pair, and group work once per day. The addition of flexible grouping affords SWD additional opportunities to grasp difficult material without highlighting a possible area of weakness.[140] Additionally, all students receive a general focus on the executive functioning skills necessary to be successful completing tasks in these settings. This, as previously mentioned, supports ED students with successful strategies that can be used long-term for academic and life-long success.[141]

In high school, students receive extended Thursdays and Fridays which allow for block scheduling to fully explore opportunities within the Integrated Sociology Course and their other selected electives. AIS and Study Hall time is blocked into high school student's scheduling with the counselor's support.

Should any student require additional social and emotional support, meetings with the counselor would occur according to the designated time set in the students SANO plan which will rotate quarterly so the student does not miss the full year of a certain component: Program's Block. Lunch, PE, Art, Music, Spanish, or part of a period that is not considered "Whole Group" time and always when it is identified as the "student's best time".[142]

Calendars (https://docs.google.com/spreadsheets/d/1GwG0K8--OGzz7zFlx3ToOqcmyl85xUPn/edit?usp=sharing&ouid=108969321647343888108&rtpof=true&sd=true): Due to the significant number of programs offered at OACS, It is vital that communication is clear and open for parents. Each student will receive a yearly calendar, his/her/their grade level calendar (for projects and excursions, and a parent support calendar (which includes community and parenting events). **On Grade-Level Students Scheduling:** Students who are considered on grade level maintain the presented schedule which meets the general New York State expectations for all subject areas, as well as an extended day for self-selected Programs Block Time. As stated above they receive differentiated instruction to support individual skills that may require

[139] https://www.ascd.org/el/articles/differentiated-learning
[140] https://www.ncld.org/reports-studies/forward-together-2021/flexible-grouping/
[141] https://poverty.ucdavis.edu/post/boosting-executive-function-may-help-close-income-based-achievement-gap
[142] https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1336&context=education_ETD_masters

support, as well as the ability to have challenges throughout the day. **Above Grade-Level:** Above grade level students will be afforded the opportunity, at parent or teacher (through SANO)request, to spend the subject(s)the student is designated “above grade level” in, within the grade level room above. Depending on the student's social and emotional level, students considered above grade level may spend Specials with classes above their grade level, as well. The exception to this is Grade 4, which is considered the final grade of Elementary School. Students would be considered to move up to Grade 5 early should parents and teachers believe, through NYS testing, the student is capable. This approach does not encourage tracking consistently, but offers flexibility for students to receive the support they need to remain engaged and positive about school.[143]Should students in high school demonstrate above grade level abilities, they will be addressed on an individual basis through the school’s social worker or counselor. Through their advice, the students will be able to receive support to be adequately challenged and supported. **Below Grade-Level:** Students who are below grade level will receive similar support as the above grade level students. They will be afforded the opportunity, at parent or teacher (through SANO)request, to spend the subject(s)the student is designated “below grade level” in, within the grade level room below. This option will be seen as a “last resort” due to the research-based stigma that demonstrates that tracking lower-level students affects self esteem and may highlight deficiencies.[144] There will be a full-time Reading AIS support teacher who will maintain a similar schedule to the counselor, actively working to pull-out solely during times students are not in whole-group instruction. The Reading AIS Teachers, as well as Special Education Teachers will work to push-in as often as possible, supporting the classroom teacher as necessary during small-group rotations. This was considered in scheduling and is noted as a separate Reading AIS schedule that ensures all grade levels are seen at least twice in one week (https://docs.google.com/spreadsheets/d/182T xTHdIf667xhZf58qWv3v71Bx7h_qx/edit?usp=sharing&ouid=108969321647343888108&rtpof=true&sd=true).

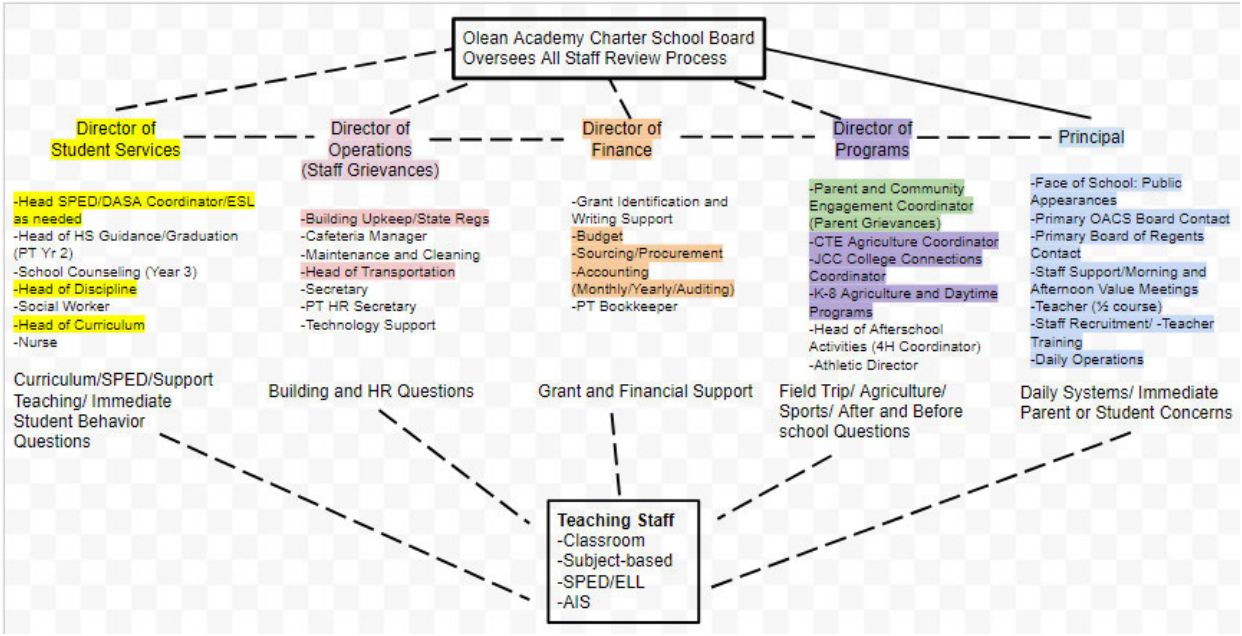
III. ORGANIZATIONAL AND FISCAL PLAN: A. ORGANIZATIONAL STRUCTURE

OACS' organizational structure is consciously built to address the school’s key components, as well as alleviate typical responsibilities from the Principal so as to ensure that he/she/they is able to highlight and focus on immediate student and parent concerns as a priority, as well as the assembly of paperwork for the Board of Regents Review including proof of Performance Benchmarks. Additionally, considerations have been made due to the final size of the school so as to maintain the level of responsibility for all Directors throughout the school’s growth.

The organizational structure contains 5 main Directors (4 plus the Principal)that stem from the Governance OACS Board, who review Directors’ and teachers’ annual evaluations through the portfolio process and reflective questioning, and utilize the Principal as the main contact. Internally, all Directors are on the same level which encourages daily meetings and communication to ensure that each branch is able to participate in the checks-and-balances system that ensures the back-end of OACS operates intentionally. As Directors’ school hours are 7:30-4:00 (4:30 one time per month), the initial 30 minutes is meant to allow for the Directors to meet daily.

[143] https://phys.org/news/2022-08-tracking-students-beneficial.html
[144] https://www.publicschoolreview.com/blog/the-pros-and-cons-of-tracking-in-schools

Below one can note the color coordination to demonstrate the Director's responsibilities versus those who are, or will be hired throughout the initial 5 year term.



B. BOARD OF TRUSTEES AND GOVERNANCE

Governance Committee

Recruitment and Responsibility: Recruitment for the Governance (Directors and Principal)Team will be initially conducted by the founding board and will include support from St. Bonaventure University. Further recruitment will be conducted by the OACS Board of Trustees. This will include actively soliciting support from affiliations and those interested in the long-term success of the school. Some of these businesses have been included in the bylaws and will be capitalized on for identifying qualified individuals.

Should OACS be opened, the Board of Trustees will be charged with seeking and finalizing a facility, monitoring the hiring of the school's Directors and Principal, and establishing necessary protocols with the state, should the hired employee lack the general knowledge. The board expects to accept incoming trustees from St. Bonaventure University, a representative from Boundless Connections (Female and Minority run business), a representative from Canticle Farms, and a representative from Ellicottville Greens. Remaining from the founding board will be Shannon McIntyre, Dr. Jason Eastman, Brian Stuhlmiller, and Joseph Franzen as Trustees. The OACS board has received demonstrated interest from two potential parents who plan to apply for a board position should the school be opened. Additionally, OACS board has received noted interest from Janos Bowman (Representation from the Seneca Nation)and Jason Miller (Cattaraugus-Allegany Workforce Development Board, Inc.), as well.

The board size: The number of OACS Board of Trustees shall be not fewer than five (5)nor more than eleven (11). The number of Trustees elected at the most recent election of Trustees shall constitute the exact number of Trustees, unless otherwise fixed by Board resolution or amendment of these Bylaws, and so long as such number is within the limits provided herein.

Trustees

Election: The Board shall elect the Trustees by the vote of a majority of the Trustees then in

office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. The Board of Trustees has the right to reject the election of any ne*w* Trustee.

Eligibility: The Board may elect as a Trustee any person who in its discretion it believes will serve the interests of OACS faithfully and effectively. One position shall be held for the nominee appointed by St. Bonaventure University. One position shall be held for the nominee appointed by Canticle Farms. One position shall be held for the nominee appointed by Boundless Connections. One position shall be held for the nominee appointed by Ellicottville Greens.

Interested Persons: Not more than thirty-three percent (33%)of the Trustees may be interested persons. An "interested person" is: 1)any person currently being compensated by the Corporation for services rendered to it within the previous twelve (12)months, whether as a full-time or part-time employee, independent contractor or otherwise; or 2)any person who, within the last 1 years, has actively participated in connection with a school board in or surrounding the Olean School District 3)a parent of a current student; or 4)any sister, brother, ancestor, descendant, spouse, sister in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

Term of Office

(a)The Trustees shall be divided into three (3)classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

(b)The term of each Trustee shall continue for three (3)years except the term of any Trustee who is elected as a parent of a child enrolled in the Corporation shall be one (1)year.

(c)The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1)for the balance of the unexpired. term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2)for the term specified by the Board in the case of a vacancy resulting from the increase of the authorized number of Trustees.

(d)A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from the amendment of the Corporation's Charter or Bylaws or from any other Board action.

*(*e)A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Corporation's Charter or Bylaws or by any other Board action.

Time of Elections: The Board shall elect Trustees at the annual meeting for that year, and may elect additional or successor Trustees at a regular meeting designated for that purpose, or at a special meeting called for that purpose.

Removal of Trustees: The Board may remove a Trustee in accordance with the provisions of the Education Law and the Not-For-Profit Corporation Law.

Resignation by Trustee: A Trustee may resign by giving written notice to the President or the Secretar*y*. The resignation is effective upon receipt of, or at any later date specified in the notice. The acceptance of a resignation by the President or the Secretary shall not be necessary to make the resignation effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any Trustee shall fail to attend three (3)consecutive meetings without an excuse accepted as satisfactory by the Board, he or she shall be deemed to have resigned, and the *v*acancy shall be filled.

Vacancies: A vacancy is deemed to occur on the effective date of the resignation of a Trustee,

upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

Compensation of Trustees: Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting the OACS business.

Officers

The Officers of the Corporation (the "Officers")shall consist of a President, Vice President, a Secretary and a Treasurer. The Corporation also may have such other Officers as the Board deems advisable. 1.President. Subject to Board control, the President has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. 2.Vice President. If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe. 3.Secretary. The Secretary shall: (a)keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b)keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c)give or cause to be given notice of the Board and committee meetings as required by these Bylaws; and (d)have such other powers and perform such other duties as the Board may prescribe.

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

Committees

Appointment of Committees of the Board. The Board, by the action of a majority of the entire Board, may designate from among the Trustees an executive committee and other committees of the Board, each consisting of three (3)or more Trustees, except that an executive committee shall consist of not fewer than five (5)Trustees.

Authority of Committees of the Board. The Board may delegate to a committee of the Board any of the authority of the Board, except with respect to:

(a)The election of Trustees;

(b)Filling vacancies on the Board or any committee which has the authority of the Board; The fixing of Trustee compensation for serving on the Board or on any committee;

(d)The amendment or repeal of these Bylaws or the adoption of new Bylaws; and

e)The creation of these committees, or the members of such committees.

Procedures of Committees of the Board. The Board may prescribe the manner in which the proceedings of any committee are to be conducted. In the absence of such prescription, a committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the committee shall be governed by the provisions of these Bylaws with respect to the calling of meetings, including compliance with the Public Officers Law.

Ex Officio and Emeritus Positions: Robert's Rules states that ex-officio members should not be included in the count when determining the number needed for a quorum and they should not be counted when determining if a quorum is present. These members would be those that are considered persons of interest over 33% of the trustees. Individuals who are voted as an emeritus board member are allowed to serve on a committee, but are not considered a voting member.

Board Training: All new members of the Board of Trustees will be expected to watch the National Charter School Resource Center Webinar Titled: I Just Joined a Charter School Board…Now What?[145] Additionally, at the first Board Meeting of the school year, and yearly afterwards, the OACS board will be expected for the Board of Trustees to review the Governance Best Practices[146] document as a team, as well as the free DEI training listed as "Governance with Equity: DEI for Nonprofit Boards"[147] Scores from the free DEI training will be noted to monitor and ensure all members have participated. Board of Trustees participants will attend one of the OACS back to school training days so as to meet the staff. The Board of Trustees will also be responsible to set the board's yearly plan, review all manuals, and meet with the Directors and Principal individually. The Board of Trustees will also be tasked with developing a relationship and arranging for necessary training linked to Building Hope[148] , a free charter school support organization that offers their services in New York State.

Board Evaluation: Trustees are expected to participate in a board self-evaluation two times per year (January and May)regarding communication, board effectiveness, and support of OACS. This will be accessed from the New York State School Board website.On the teacher's questionnaire there will also be board evaluation specific questions (https://forms.gle/sUp9UrhE1vgjA9Jy9).[149] Within this questionnaire, specifics regarding diversity, equity and inclusions, as well as how effectively the school is addressing ED students will be asked.

Additional Information: The Board of Trustees will also be expected to develop a yearly calendar utilizing the SUNY Charter School Institute Yearly Calendar Outline.[150]There is no intention for the Board of Trustees to govern multiple schools. Additionally, The Open Meetings Law applies to "public bodies.", therefore the public is welcome to attend board meetings.[151]

Board of Trustees Code of Ethics: The Board of Trustees maintains high standards of ethical conduct for its members. The Code of Ethics OACS intends to adopt is derived from the Code of

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[145] https://charterschoolcenter.ed.gov/webinar/webinar-i-just-joined-charter-school-boardnow-what

[146]http://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2014/09/Paper-Goverance-Best-Practices-for-Highly-Effective-Charter-School-Boards.pdf

[147] https://www.boardbuild.org/courses/diversity-equity-and-inclusion-for-nonprofit-boards/

[148] https://buildinghope.org/what-we-do/charter-support-unit/

[149] https://www.nyssba.org/clientuploads/nyssba_pdf/sb-eval-writeable-12082017.pdf

[150] https://www.newyorkcharters.org/resource-center/board-resources-tools-model-documents/

[151] https://opengovernment.ny.gov/open-meetings-law

Ethics from Cuesta College Board.[152]
Each Board member will:
a. Hold the educational welfare of the students of OACS as their primary concern in all decisions and strive to meet the needs of all students.
b. Attend and participate in all meetings, devoting the appropriate amount of time and thought to issues brought to the board to facilitate effective and credible decisions.
c. Protect, advance, and promote the interest of all OACS community members by maintaining independent judgment unbiased by private or special interest groups.
d. Uphold the noted procedures within the bylaws of the governing board and promote and maintain good relations with fellow members through respectful debate and fair conduct at all times.
e. Recognize that the Board acts as a single entity and that authority rests with consensus of the Board during meetings, not with the action of individual members.
f. Render sound decisions only after discussing all aspects of the issues at hand with my fellow Board members and those who are assembled in meetings.
g. Keep all matters confidential pertaining to OACS which, if disclosed,would needlessly defame or injure any individual(s)or the institution..
h. Support the efforts of and protect OACS personnel in the proper performance of their duties.
Management and Staffing: In addition to adhering to the Code of Ethics, the founding OACS Board has actively sought affiliations and support from members of the community to ensure that Diversity, Equity, and Inclusion, as well as academic and social-emotional supports are at the forefront of the school's founding. This can be noted with the following affiliations: The African American Cultural and Historical Society, LMHC Amiee Kaple, Boundless Connections (NYS Minority and Woman-Owned Company), and the CCDH, as well as many others noted in the obtained affiliation and support letters. Of these affiliations, multiple intend to play active roles on the school's board should OACS be opened. Additionally, these affiliations, along with conversations with additional experts regarding ED students and families have shaped the values-based component of the school and the emphasis on the school's mission and vision that will be evaluated twice per year. **Vacant Positions Between Charter Approval and School Opening:** Should OACS be approved, immediate positions that will need to be filled include: Director of Finance, Director of Operations, Director of Student Services, Principal, and the Director of Programs. These positions will be advertised for on Indeed after a discussion with St. Bonaventure University. Additionally, the Director of Programs position will be posted on the Agriculture Education Outreach Listserv. Additionally, Ellicottville Greens has suggested they may have a staff member interested and qualified to teach within the Director of Programs position. Additional postings for elementary teachers, high school teachers, and remaining positions will take place with the expectation that hired Directors will conduct interviews and hire accordingly.

C. MANAGEMENT AND STAFFING

Recruitment Overview Effective recruitment and staffing will allow for OACS' vision statement to take effect. When highly qualified, caring staff are hired, a positive, safe, and healthy environment where all members feel respected while supporting students in becoming life-long

[152] https://www.cuesta.edu/accreditation/documents/2020-accreditation-documents/evidence2020/4-C/4-C-04/4C-4-12-BP-2715-BOT-Ethics-Standards.pdf

learners is possible. Multiple blogs and articles mention that highlighly qualified staff are attracted to mentoring, professional development, autonomy, and community.[153] OACS intends to offer these components to potential staff and draw attention to other components of the school teachers might find unique.

Factors Impacting Recruitment According To Current Teachers In Olean: After speaking to 8 teachers in the area, the following are areas they believe will impact recruitment for OACS: Lack of horizontal and vertical communication, lack of the ability of the school system to "change" to address more recent difficulties, schools in the area lack internal promotion, lack of free and purposeful professional development opportunities, and whether OACS salary scale will be comparable to the public school's.

OACS Staff Recruitment Highlights[154] OACS intends to have a hiring fair on March 25, 2022. The intention of the fair will be to encourage the attendance of certified teachers and uncertified staff to highlight the following aspects of the OACS staffing program:

Direct support by nature of charter school governance: OACS has an intentional governance structure where five individuals share equal authority, but different specializations. This ensures teachers, staff members and parents have a direct line to have their needs and concerns met. Students are encompassed by support systems led by individuals who meet a minimum of once a week to review and highlight teacher, parent and other staff concerns. This also supports staff during their observation and review times as each director contributes to the evaluation.

Flexibility for change due to OACS evaluation process (January, May evaluations): OACS . This has a systematic and in depth review process that ensures positive and purposeful change can occur twice per year based on input from students, parents, staff, other administrators, and the school's board. All members of the school's community are encouraged to contribute and celebrate their ability to improve the systems and environment at OACS.

Career Advancement Opportunities: 4 "Head Of" promotions Year 1 and another 4 in Year 2: Research demonstrates that teachers who feel appreciated and recognized within their school are more likely to enjoy and support the school they work in.[155] OACS has actively planned for the internal promotion of staff to ensure that professional development and drive to continue on the path for lifelong learning is supported. Internal promotions include a small raise, training, a letter of promotion, and an increase of responsibility that can actively support a resume.

Onboarding and mentoring program (Year 1 Mandatory, Year 2 and beyond optional): https://partnerprogram.weebly.com/: Educational staff are mandated to participate in an onboarding and mentoring program. This program will support new staff with integrating into OACS culture, as well as receive answers to commonly asked questions. The OACS mentoring program will help prepare educators for their evaluations, develop an effective evaluation portfolio, and effectively work through the differences between a charter school and a generic public school.

Affiliation with Boundless Connections, St. Bonaventure, Amiee Kaple, the New York State Department of Health and Starbridge for professional development opportunities: Though OACS has scheduled half-days for parent-teacher conferences and 1 hour professional

[153] https://www.graduateprogram.org/2019/10/how-to-retain-highly-qualified-teachers/

[154] https://www.aspeninstitute.org/wp-content/uploads/files/content/docs/ED_Case_Study_Strategic_Staffing.pdf?_ga=2.80101779.548210681.1549490969-1931112361.1549490969,https://www.americanprogress.org/article/to-attract-great-teachers-school-districts-must-improve-their-human-capital-systems/

[155] https://eric.ed.gov/?id=EJ1169256

development opportunities. Additional opportunities will be offered to staff during their personal time at a discounted rate. The highlights of these opportunities include Technology training for STEM, SEL training for teachers and delivery within the classroom, future ESL Training, and others that will be developed through conversation.

How All Staff Are Included: The school's mission and vision demonstrate how all staff are considered and cared for as much as the parents and students. All members of the school community are valued and this demonstrated through the questionnaires, the bi-anual reviews, and the professional respect that is afforded to staff within, before, and after the school day.

Salary Overview: According to salary.com Olean Public Schools average teacher salary ranges from $43,000 to $63,000.[156] After speaking with a newly hired, triple certified teacher, she and two others were hired at $40,000, the most recent Year 1 payscale increase. This teacher also mentioned the yearly increases remain at 2-3%. As she was a previous employee of Archbishop Walsh, she stated that employs teachers at a starting pay of $32,000-$35,000 with no published payscale or expected yearly increase.[157] Teachers at New Life Christian School are volunteer and unpaid.

OACS intends to hire teachers with 1-4 years of experience at $40,000 with a salary scale that offers a 5% pay increase yearly. Additionally, OACS intends to offer New York State Teachers Retirement in support of teacher retention.

Through general conversation OACS has received resumes for the following positions, though our goal is to identify a leader with experience in team-building, as well as the practical application of STEM. Though not essential, OACShope to appoint someone who has experience in rural communities who understands the dynamic of smaller cities and towns. The principal must demonstrate an ability to meet the expectations regarding parent and Director communication, as well as portfolio development as a means of evaluation.

Staffing Difficulties: As previously mentioned, St. Bonaventure University has agreed to support OACS regarding staffing and support for positions that may be difficult to fill including, but not limited to: SWD, ELL, and High School Staff for Year 2 when the high school is first opening. St. Bonaventure has also offered to connect OACS with potential Directors should OACS have difficulty staffing after the March Recruitment Fair.

Proposed Staffing Chart						
Positions	**Avg. Starting Salary**	**FTE**				
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Principal	65,000	1	1	1	1	1
Director of Student Services	65,000	1	1	1	1	1
Director of Finance	65,000	1	1	1	1	1
Director of Operations	65,000	1	1	1	1	1
Director of Programs	65,000	1	1	1	1	1
Community and Parent Engagement Coordinator	40,000	1	1	1	1	1
4H/Afterschool Liaison	20,000	1	1	1	1	1

[156] https://www.salary.com/research/salary/benchmark/public-school-teacher-salary/olean-ny
[157] Conversation with C. Miller July 5, 2022

Special Education T.	40,000	1	2	3	3	3
Reading AIS	40,000	1	1	1	1	1
K-8 Teachers	40,000	9	8	8	8	8
English Subject	40,000		1	1	1	1
Math Subject	40,000		1	1	1	1
Science Subject	40,000		1	1	1	1
History Subject	40,000		1	1	1	1
Art	40,000	1	2	2	2	2
Music	40,000	1	2	2	2	2
Spanish	40,000	1	1	1	2	2
PE	40,000	1	2	2	2	2
Technology Support	20,000	1	1	1	1	1
Seneca Teaching	20,000		1	1	1	1
Additional HS Elective	20,000		1	1	1	1
HS Sociology Teacher	40,000		Director	Director	Director	1
Teaching Assistant	35,000	1	1	1	1	1
Social Worker	45,000	1	1	1	1	1
Guidance/College support	40,000			.5	1	1
Secretary	35,000	1	1	1	1	1
Nurse	40,000	1	1	1	1	1
Cafeteria Manager	40,000	1	1	1	1	1
Maintenance / Cleaning	35,000	2	2	2	2	2
Bookkeeper/HR Admin	45,000	.5	.8	.8	1	1
Grant Writer	20,000	1	1	1	1	1

Structure and Responsibility: OACS includes five directors, one of which is the school's Principal. These Directors operate in parallel, but also together below the OACS board. The Principal is the direct contact to the OACS Board. The other Directors absorb components of a traditional "Principal" or "Vice Principal" position. This is meant to allow the Principal to dedicate more time with immediate student and parent concerns and support the development of a positive school culture.[158]

The Principal's main roles can be defined as: "Face" of School, Public Appearances, Primary OACS, Board Contact, Primary Board of Regents Contact, Staff Support, Morning and Afternoon Value Meetings, Teacher (½ course or Programs Block), Staff Recruitment, Monitor Teacher Training, Daily Operations, Immediate Parent or Student Concerns, Immediate Student Behavior Questions in conjunction with Principal. Should the school board be unable to identify a qualified candidate, or should St. Bonaventure be unable to support the hiring for the position of Principal, public contact Shannon McIntyre has agreed to accept the position and step down from a position as Trustee.

The Director of Student Services' main roles can be defined as: Acting Head SPED/DASA Coordinator/ESL as needed, Oversee Head of HS Guidance/Graduation (PT Yr 2), Oversee School Counseling (Year 3), Acting Head of Discipline (Facilitator of SANO system), Oversee Social

[158] https://www.ascd.org/el/articles/first-engage-the-teachers-a-principals-role-in-cultivating-staff-motivation

Worker, Acting Head of Curriculum, Oversee Nurse, Support Teaching, Immediate Student Behavior Questions in conjunction with Principal. Currently, the OACS does not have a potential individual for this position and plans to hire through the recruitment fair or through St. Bonaventure University.

The Director of Operations' main roles can be defined as: Oversee Cafeteria Manager, Oversee Maintenance and Cleaning, Acting Head of Transportation, Oversee Secretary , Oversee PT HR Secretary, Oversee Technology Support, Oversee Staff Grievances. Currently, the OACS does not have a potential individual for this position and plans to hire through the recruitment fair or through the use of Indeed.

The Director of Finance's main roles can be defined as: Grant Identification and Writing Support, Budgeting, Sourcing/Procurement Accounting (Monthly/Yearly/Auditing), Oversee PT Bookkeeper, Support Teacher's financial needs. Currently, OACS is in conversation with Penny Dowell who is an agreed founding board member and has an Associates Degree in Finance and is graduating with an MBA from St. Bonaventure University.

The Director of Program's main roles can be defined as: Oversee Parent and Community Engagement Coordinator (Parent Grievances), Acting CTE Agriculture Coordinator, Possible JCC College Connections Coordinator, Oversee K-8 Agriculture and Daytime Programs, Oversee Athletic Director (PE Teacher), Oversee Field Trip Calendar and Scheduling, Arrange for teacher requests regarding all program components of the curriculum (Place-based, Project-based)**.** Currently, the OACS is in conversation with a high school Science Teacher with a STEM background who is able to obtain the necessary CTE qualifications and is eager to relocate.

SWD/ESL Management Plans: The Director of Student Services is tasked as the acting Head of Special Education for Year 1 and possibly Year 2. The purpose of this arrangement is to set a tone for the SWD and support programs that are essential components of a school's success. Throughout the first 5 years, the Director of Student Services will coordinate and integrate a Head of Special Education, Head of ESL (as necessary)and coordinate scheduling and services for Special Education staff and AIS support. OACS intends to work purposefully and consciously to ensure NYS law is met while supporting efficient delivery of services.

OACS Staff Retention[159]: Similar to our retention goal for students, our goal for retention with teachers is to ensure our environment is a safe place where individuals feel respected, valued and listened to. OACS intends to highlight the points listed throughout this application and encourage positive problem-solving to cultivate a positive school community. During Year 1 our goal is to retain more than 87% of staff and all Directors.

Personnel Policies, Key Components and Legalities

OACS Code of Ethics: Restructured using the New York State Code of Ethics for Educators[160]

Statement of Purpose: The OACS Code of Ethics is a statement of expectation and principles to guide practice and set a standard for professional excellence within the school community.

Principle 1: Individuals employed at OACS lead by the principles of Community Service and Community Involvement, Accountability, Respect, and Empathy at all times. Educators nurture the intellectual, physical, emotional, social, and civic potential of each student. Educators

[159] https://www.aspeninstitute.org/wp-content/uploads/files/content/docs/ED_Case_Study_Strategic_Staffing.pdf?_ga=2.80101779.548210681.1549490969-1931112361.1549490969,https://www.americanprogress.org/article/to-attract-great-teachers-school-districts-must-improve-their-human-capital-systems/

[160] https://www.highered.nysed.gov/tcert/pdf/codeofethics.pdf

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

Educators collaborate with parents and the community, building trust and respecting confidentiality. Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children. Principle 6 Educators advance the intellectual and ethical foundation of the learning community. Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

Principle 2: Individuals employed at OACS demonstrate the value of, and cultivate a value for the concept of lifelong learning. Educators collaborate with colleagues and other professionals in the interest of student learning. Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 3: Individuals employed at OACS actively apply research to set and maintain a high standard for education and behavior for all students. Educators create, support, and maintain challenging learning environments for all. Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 4: Individuals employed at OACS support positive growth and change among their coworkers and the students. Educators commit to their own learning in order to develop their

practice. Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

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

Additional Information: OACS is currently a union free environment that offers the New York State Teachers Retirement System. Prior to the school's opening, the OACS Board, in conjunction with teacher representation, will accept the following policies:

Academic Freedom: OACS uses a scripted curriculum that can be added to at any given time. Teachers may use professional judgment, but are required to maintain adherence to monthly skills and themes and New York State law to ensure continuity throughout a student's academic career.

Discrimination, Harassment, Gender Specific Language: OACS is an all-inclusive environment. Accordingly, OACS prohibits discrimination and harassment on the basis of race, color, religion (including attire, clothing or facial hair worn as a form of religious observance), national origin, sex, sexual orientation, gender expression or identity, age, disability or other legally protected category.

AAP/EEO Statement: OACS is based on an inclusive philosophy that does not discriminate on the basis of race, color, national origin, religion, gender, age, disability, marital status, creed, sexual orientation, familial status, citizenship, veteran or military status, or any other characteristic protected by law in its hiring procedures and policies.

For reference: "Student with a disability" is a student who is an individual with a disability who would be covered by Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 705(9)(B), (20)(B), or a child with a 41 disability as defined in the Individuals with Disabilities Education Act, 20 U.S.C. 1401(3).

For reference: "Parental status" as the status of a person who, with respect to another person who is under the age of 18 or who is 18 or older but is incapable of self-care because of a physical or mental disability, is: (1)A biological parent; (2)An adoptive parent; (3)A foster parent; (4)A stepparent; (5)A legal custodian or guardian (Title IX)

For reference: "Gender Identity" refers to One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.[161]

OACS abides by FERPA regulations stating that parents will be responsible to identify their child's personal information, including gender and/or pronouns, upon enrollment. At any time, parents of children under the age of 18 may request to have their child's gender changed. This must be completed through this office, at which time the necessary staff will be informed.

[161] https://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions

Children under the age of 18 are not allowed to request gender and/or pronoun changes without parents requesting the change through the main office.

Staff are expected to forward any questions or concerns regarding race, color, religion (including attire, clothing or facial hair worn as a form of religious observance), national origin, sex, sexual orientation, gender expression or identity, age, disability or other legally protected category to the school's Counselor or designated support individual. Employees and students must abide by predetermined policies including, but not limited to: using a student's identified pronouns according to their office records, the OACS dress-code policy and others. Adherence to these policies is mandatory and will continue to maintain adherence to the all-inclusive environment policy. Any deviation from the above should be reported according to the Grievance Process.

C.1. COMPREHENSIVE MANAGEMENT SERVICE PROVIDERS: N/A

C.2. PARTNER ORGANIZATION(S): N/A

C.3. NETWORKED SCHOOLS: N/A

D. STAFF SUPERVISION AND DEVELOPMENT

Professional Development Overview: The Principal of the school is tasked with monitoring certified and uncertified educator's professional development. The Director of Operation is tasked with monitoring non-academic staff's professional development. Professional development is broken into two categories: Mandatory and Offered. Professional Development will be given by those considered experts in their field due to education credentials or years of experience. Each staff member's Positive Culture Plan will demonstrate his/her/their professional development experiences are considered within the portfolio development process of the Positive Culture Plan and therefore links professional development to the overall evaluation process. ***Mandatory:*** *Half Days:* February: This half day is backed on the "Munchies and a Meeting" Parent-Teacher Conference day and will be used to review the information gathered from the January evaluations and questionnaires, plan for changes, and address concerns. April: This half day is backed on the "Munchies and a Meeting" Parent-Teacher Conference day and will be used to prepare for the end of the year including the distribution of the end of year checklists, select dates for final observations, and address concerns that may exist for the summer. *2 Weeks Before the Start of School: PD for New Staff: Week 1:*During the first week of August training Boundless Connections will train new staff. Ellicottville Greens, Canticle Farms, and other affiliates including St. Bonaventure and the Warming House will be welcomed in to train new staff and set necessary meetings with specific teachers. Returning staff will be welcomed to attend, as well. The staff manual will be distributed, the OACS Board will be introduced, and the teacher-mentor introductions will be made. Additionally, there will be a specific school culture PD set by the school directors and led by the school principal, as well as an introduction from Starbridge as a parent advocate program for parents of children diagnosed with special needs. *Week 2:* The second week of August training affords all staff the opportunity to reflect on the previous year together so new staff can witness the reflective practices the directors will be tasked with using based on ELN micro-coursework.[162] At this time the directors will clearly describe their individual roles and how they work together as a team. Aimee Kaple will also deliver a professional development focused on at-risk youth and diversity, equity and inclusion best practice. All staff will receive professional development focused on

[162] https://edleadersnetwork.org/micro-credentials-mo/innovative-leadership/

SWD practices and effective co-teach planning and practices. Should St. Bonaventure be prepared and/or an ELL student enrolls at OACS, all staff will receive professional development regarding ELL student lesson delivery that will be coordinated with St. Bonaventure Education Department. One day will also be dedicated to the school's schedule that offers times for co-planning and cross-curricular lesson planning. This day will follow a detailed delivery of the curriculum expectations, STEM integration training, and review of any changes that may have been made to the curriculum based on the recommendations from the previous year. *Non-Academic Staff:* Non-Academic staff will be responsible to attend all professional development should they interact directly with students. Should the staff member support the school's building operations, he/she/they will be responsible, as the rest of staff, to complete 3 additional hours of training beyond the mandatory training given by the direct supervisor. The 3 additional hours may be in an area of the individual's choosin, and should be completed on a website similar to Skillcat[163] or a home study center[164]. Should the direct supervisor and/or the staff member seek a program of interest that would apply to the school's improvement, he/she/they will receive credit and be encouraged to participate. *Directors and Principal:* Though there is no requirement by NYS for CTLE for Directors and Principals, OACS plans to either purchase a group subscription to the Ed Leaders Network (ELN)[165]or work towards a discounted rate for coursework with St. Bonaventure. Though New York State is not highlighted as an affiliate state, the option for online training and concept of collaborative and systematic leadership is woven through the coursework and aligns with OACS' long-term development goals. As the school-set standard to meet includes 90% of staff attending 3 or more professional development hours per year, beyond the mandatory offered by the school, it will be expected for administrators to participate in 3 or more professional development. Directors and Principal will be encouraged to access ELN on youtube for free, and will be responsible for completing a portfolio similar to the teachers by the end of the year according to the Professional Standards for Educational Leaders[166].Additional expectations for the Directors and Principal of the school include 30 minute weekly director meetings, 30 minute meetings four days per week for SANO organization, and the development and presentation of flyers to staff that support communication among staff. *Board Trustees:* Board of trustees participants will attend one of the OACS back to school training days so as to meet the staff. The Board of Trustees will also be responsible to set the board's yearly plan, review all manuals, and meet with the Directors and Principal individually. The Board of Trustees will also be tasked with developing a relationship and arranging for necessary training linked to Building Hope[167], a free charter school support organization that offers their services in New York State. ***Offered:*** General PD that will be delivered during the school's monthly staff meeting includes, but is not limited to a focus on: STEM integration, Agriculture in the classroom, Ellicottville Greens integration, African American Cultural Center integration, Olean Historical Society integration, Kahoot, Newsela, Commonlit, Nearpod and Bamboozle. Offered general PDs will be given by in-house staff or staff from collaborative institutions as a way to offer opportunity for growth. Unfortunately, this does not currently apply to BOCES or to Olean Public Schools.

[163] https://www.skillcatapp.com/free-maintenance-training-online
[164]https://www.oxfordhomestudy.com/courses/facilities-management-courses/free-facilities-management-courses-online
[165] https://edleadersnetwork.org/micro-credentials-mo/innovative-leadership/
[166]https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf
[167] https://buildinghope.org/what-we-do/charter-support-unit/

E. EVALUATION

Overview: OACS has set specific goals to ensure that the mission, vision, and initially founded school culture will remain. These goals are evaluated based on specific success criteria stated in **I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY** (Section A,3). The success criteria are monitored in a variety of ways that include questionnaires with yes/no answers, short answers, full evaluations of assembled information, standards based portfolios, reflection on the graduation rate, and monitoring of communication including referrals for Tier 2 support.As previously mentioned, OACS intends to monitor the school's environment, the school's key design elements and school highlights, the community, parent and student feedback, as well as staff effectiveness, the OACS Board, educational environment and effective use of the school's curriculum and core values. Incorporated in the school's evaluation plan is ensuring that OACS offers students the opportunity to identify and expand natural talents by evaluating the operation and effectiveness of the Programs Block. OACS intends to evaluate all systems twice per year (January and June), as well as the individuals developing, managing, and executing those systems. This will support the sustainability of the school beyond the 5 initial 5 years, as well as help create a culture that values self-reflection, growth, and positive change. **Board of trustees:** Trustees are expected to participate in a board self-evaluation two times per year regarding communication, board effectiveness, and support of OACS. On the teacher's questionnaire there will also be board evaluation specific questions (https://forms.gle/sUp9UrhE1vgjA9Jy9). The results of both the questionnaire and the self evaluation will be used to develop the following term's plan and to ensure that the board is meeting the expectations and needs of the school and the community.**Self-Evaluation:** The OACS Board Self-Evaluation will have the criteria of: Yes, Partially, No, Highly Effective, Partially Effective, Somewhat Effective, Not Effective, Positive, Not Positive and N/A to ensure the most accurate descriptor can be used. Questions asked include 5 Categories: Composition and Remuneration (Is the number of board members between 5 and 9? Is the current composition board representative of the local community? Do members of the board work constructively as a team?Are all members of the board active participants?) Task Performance (Do all board members fulfill set duties? How would you rate the quality and scope of monthly reporting?Do you feel board members actively identify and solve problems?) Cooperation with the Directors and Principal (How do you evaluate the current governance design and structure? What is your assessment of the current composition of school directors? Do you believe there is an open line of communication between the principal and the Board? Do you find the school directors knowledgeable regarding previously set systems?) Management and Meetings (What is your assessment of the board meetings? What is your assessment of the documentation provided at the board meetings? Do you find individuals tasked with presenting prepared? Do you find the board president's management effective? Do you find conflicts effectively resolved during board meetings? What is your assessment of the board minutes presented after meetings?) Relationships with Stakeholders (What is our assessment of the considerations given to stakeholder's interest? Do you find the board's relationships with community stakeholders effective? Do you believe the board effectively supports staff members?). In addition there will be an open space for: Please list the changes that may increase the OACS Board's effectiveness: (https://docs.google.com/spreadsheets/d/1eJ7-TCKaP0uTkU2TF0NA1Re3DDwp5X8PnG7s41amP7s/edit?usp=sharing)**Directors:** Director evaluations include a two part process. The first part is

a self-evaluation of the points listed in the job description on a scale from 4-1 (4: Supersedes the expectation, 3: Exceeds the expectation, 2: Meets the expectation, 1: Does not meet the expectation). The second part is an anonymous evaluation from the other directors of the same points listed in the job description. Results are emailed to the OACS Board for their evaluation. Meetings will be held with each Director in January and May based on the results of the evaluations. Based on a mathematical calculation, a score higher than 80% meets and/or exceeds the standard for a Director. Scores below 80% will be addressed by the current board members with action including, but not limited to: goal-setting, regular communication, warning, or termination through the OACS Board. ***Director Portfolio Development Plan****:* Similarly to the teachers, the Directors and Principal will also be required to develop a portfolio based on the Professional Standards for Educational Leaders[168] to be presented to the Board of Trustees. This portfolio is meant to highlight the Director's contributions to the OACS and afford the Director the opportunity to evaluate personal and professional goals in a reflective setting that will support internal promotion and staff retention.[169]**Coordinator and"Head of" Positions:** Coordinator and "Head of" evaluations include a two part process. The first part is a self-evaluation of the points listed in the job description on a scale from 4-1 (4: Supersedes the expectation, 3: Exceeds the expectation, 2: Meets the expectation, 1: Does not meet the expectation). The second part is an anonymous evaluation from the Coordinator or "Head of" direct supervisor and those under, using the same points listed in the individual's job description. Meetings will be held with the staff members' direct supervisor in January and June based on the results of the evaluations. Based on a mathematical calculation, a score higher than 80% meets and/or exceeds the standard for a "Head of" or Coordinator. Scores below 80% will be addressed by the current board members with action including, but not limited to: goal-setting, regular communication, warning, or termination. Results of the evaluation will be maintained in the staff members file and may be used when evaluating future promotions. **Teachers:** All teachers will have a file stored with the following information. At the end of each year teachers can choose to receive their file or store it for the following year. Teaching staff will be encouraged to schedule meetings with all Directors for the end of the year, but must meet with the Principal and Director of Student Services for observation feedback. Parent feedback from questionnaires will be included in their file and used during conversation.

Positive Culture Plan:(https://docs.google.com/document/d/1TM3_IjdzNPNa7RzsKh5ajYpVtwn3irZc0NQHs_wDgGI/edit?usp=sharing) OACS values a positive culture for teachers and school community. OACSknow that teachers are able to directly support that. OACS is excited to offer the opportunity for teachers to receive a small token as a thank you for supporting the school culture. Teachers are automatically enrolled in the program and earn points accordingly.

January/May

Event	Points
Observation Plan (Point based: max 32)	

[168]https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf

[169] https://openminds.com/next-generation-forum/blog/reflective-supervision-employee-retention-strategy/#:~:text=Organizations%20in%20the%20health%20and%20human%20services%20industry%20are%20finding,of%20satisfaction%20and%20career%20growth.

Optional Add:Substitute Plan (10 points)	
Peer Mentor and Evaluation Plan (10 points for 2 evaluations)	
Teacher Portfolio Development (5 points for ½ developed)	
Total	

Rewards (Two Times Per Year (January/June): 53-57: $50 visa gift card, 49-52: $30 La Dolce Vita, 36-43: $20 gift card from Tim Hortons, Below 36: Let's chat!

Informal Observations: Teachers may be informally observed at any time. The main purpose of informal observation will be to ensure that the teacher has the materials and support necessary to execute lessons effectively. Informal evaluations will not be noted in the teacher's file. The teacher will receive an email within 24 hours inquiring about any support that the Director or Principal may be able to offer. ***Formal Observations:*** Teachers will be formally observed two times per year on the date and time of his/her/their choosing. One time must be in December or January and one time must be April or May. The Director or Principal will use the Observation Rubric (Attachment 8a) to ensure that a base standard is being met by all staff.

Teacher Peer Mentoring and Observation Program (https://partnerprogram.weebly.com/): The OACS Peer Mentoring is a program meant to create "relationships (that) can help overcome hesitancy and encourage teachers to implement change in their classrooms."[170] Peer mentoring and observation is an optional program at OACS after a teacher's first year. This plan offers to support teachers in communicating openly and identifying each others' strengths. In the beginning of the year, teachers who wish to participate will be paired with another educator. Each duo will meet one time per quarter, at their convenience, for a brief evaluation and reflection. Evaluation sheets will not be emailed to directors or principals, but both parties must submit the dates and times of their evaluations to monitor that one per quarter has been completed. OACS asks that duos set their evaluation times prior to their formal evaluation times. Participants will earn points towards the Positive Culture Plan.

Teacher Portfolio Development Plan: (https://docs.google.com/document/d/1s-jH1YAaNECjyncHr_brApDa7JWx3eDLLzJ0lcNsmGw/edit?usp=sharing)OACS encourages and celebrates personal growth. OACS is also a place dedicated to life-long learning. OACS hopes to set all of our teachers in a position for success throughout their career. To do this, OACS will use the portfolio development process as a means of teacher evaluation. Teachers may self select the series of standards they wish to assemble artifacts for:**INTASC Standards**[171] or **New York State Teaching Standards**[172]By the teacher's January Director/Principal meeting, he/she/they must have assembled artifacts for ½ of the standards along with a brief explanation of the reason for selection. Teachers are encouraged to include pictures of the student's performing the tasks, and also expand on thoughts to include "selling points" for methods and theories used. Teachers are also encouraged to display their updated resume as the opening and/or final page. Teachers may use an online format, powerpoint, or concrete as desired. **Non-academic staff:** Non academic has a similar plan to the Positive Culture Plan. It is monitored by the Director of Operations and includes mandatory participation.

Evaluation: Staff will complete a self evaluation twice per year. On a January/May cycle, 4 Goals will be set and reviewed and addressed during the following review term. The self evaluation

[170] http://www.educationworld.com/a_admin/teacher_training/teacher_training006.shtml
[171] https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf
[172] http://www.highered.nysed.gov/tcert/pdf/teachingstandards9122011.pdf

will include the following questions: What was your biggest accomplishment this term? What skills have you gained since our last conversation? What skills do you believe you put into practice effectively? What kind of work would you like to continue doing? What kind of work would you like to do more of in the future? How do you believe you have supported the school's mission of ensuring all students identify and expand their natural gifts and talents, as well as demonstrate academic proficiency. Have you supported the school's execution of Science, Technology, Engineering, and Math. After receipt of the self-evaluation, non-academic staff will work through a formal review in a meeting with their direct supervisor to address the following rubric through conversation:

Scale	Adjective	Description
4	Outstanding	Performance represents an extraordinary level of achievement regarding quality, time, skill, attitude, and ingenuity and creativity. Employee performance is responsible, respectful and positively contributes to the school's culture and community.
3	Very Satisfactory	Performance and goals exceed expectations in multiple areas, but require further support to achieve excellence.
2	Satisfactory	Performance and goals meet expectations in multiple areas, but require further support to achieve excellence.
1	Poor	Performance contradicts OACS' mission and vision and set goals have not been addressed and/or met.

Similar to academic staff, non-academic staff will participate in a program:

Event	**Points**
Evaluation Plan (Point based: max 4)	
After Hours Help (10 points)	
Professional Development (5 points per online training hour)	
Total	

Rewards (Two Times Per Year (January/May): 23-24: $50 visa gift card, 22: $30 La Dolce Vita, 14-22: $20 gift card from Tim Hortons, Below 14: Let's chat!

Partnership Evaluation: Bi-annually a questionnaire will be sent to all affiliations. The results of these questionnaires will be evaluated by the school's Directors in January and May, and will be passed to the Board of Trustees as part of the Directors' overall evaluation conversation. **Family and Community:** Involvement of family and community will be evaluated through the previously stated evaluation system including a parent and affiliate questionnaire sent in January and again in May. The Community and Parent Engagement Coordinator will be tasked with maintaining records demonstrating parent concerns and comments and will include these in the reflection for January and May.

F. FACILITIES

Currently OACS, with the support of the Volpe Foundation, has secured further exploration of Bordmanville Elementary School, a school previously used by Olean Public Schools. Currently this building is privately owned and a portion is dedicated to a BOCES Special Education program. This Energy Star Certified school has 50,752 square feet and is therefore more than large enough to accommodate our K-8 school. Through negotiation, the owner has mentioned the possibility of coordinating with Olean Public School regarding cafeteria, gym,

and office usage as much is utilized to a limited degree by the BOCES program. Though the school owns sufficient land for the agriculture program planned for OACS, the school's sports program would require use of a neighboring park that is a 15-20 minute walk away. Additionally, within the possible plan will be the exploration of developing the necessary high school rooms should OACS negotiate to remain. This includes, but is not limited to the development of larger classrooms and a science lab. Additionally, OACS is seeking to potentially use a partnership with Boundless Connections to explore options regarding identifying, purchasing, and/or renting a facility that would meet the needs of both organizations. The facility costs are classified in 3 categories in our budget : 1)The rent :The school will rent the building the first year, 150K has been allocated in the budget to cover the rent based on the surface needed (see budget rent calculation). The rent is financed by the funding from the State. 2)Other costs related to the facility (utilities, insurance, security) A cost line is allocated for the different types of cost that will be funded by the revenue received from the state. 3) The investments: An envelope is allocated in the pre-opening budget to cover the Boardmanville start-up costs that will be funded out of the CSP planning & implementation grant. The start-up costs should be minimal as the building is up to the codes. A second envelope (also in the pre-opening budget) is allocated to the installation (furniture, computers, ...) and is funded by the CSP.

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
General Education Classrooms (K-8, K-12)	9	13	13	13	13
Special Education Classrooms	1	2	3	3	3
Counseling/Guidance Offices	1	2	2	2	2
Administrative Offices	5	5	5	5	5
Cafeteria	1	1	1	1	1
Auditorium	1	1	1	1	1
Gymnasium	1	1	1	1	1
Conference Rooms	1	1	1	1	1
Nurse's Office	1	1	1	1	1
Art	1	1	1	1	1
Music	1	1	1	1	1
Spanish	1	1	1	1	1
Library	1	1	1	1	1
Other:Technology	1	1	1	1	1
Other: Staff Lounge	1	1	1	1	1
Other: Science Labs (Chemistry/Other)		2	2	2	2

G. INSURANCE

Stalka Insurance quoted OACS using estimates from other charter schools in Western New York. The above indications are based on the following: Estimated information below, additions of coverage or reductions of coverage may change the insurance premium total, and the acceptability of carriers willing to quote risk. Permanent insurance outlines the type of policies. Grand total being the estimated yearly amount. The first payment is 25% of the premium for the down payment. Depending on the carrier OACS expect to pay over the

remaining 10 month.

Year	TBA
Carriers	TBA
Package	
General Liability	20,000
Automobile	Included
Crime	250
Inland Marine	250
Property	2,500
SUB-TOTAL	**23,000**
Excess Liability	
Umbrella	**2,500**
Workers Compensation	
Workers Compensation	**9,000**
Grand Total	**34,500**

Coverage - Liability	Limit
# of Students	160
# of Teachers - FT	26
General Liability	$1M / $2M
Abuse or Molestation	$1M / $1M
Educators Legal Liability	$1M / $1M
Employment Practices Liability	Included in Eductors Legal
Employee Benefit Liability	$1M / $1M
Coverage - Auto	**Limit**
Hired & Non Owned Auto	$1,000,000
Coverage - Crime	**Limit**
Employee Theft	Enhancement Endorsement
Coverage - Inland Marine	**Limit**
Items that may leave grounds	Enhancement Endorsement
Coverage - Property	**Limit**
Business Personal Property	600,000
Property Enhancement	Enhancement Endorsement
Coverage - Umbrella	**Limit**
Umbrella Liability	$1,000,000
Coverage - Workers Compensation	**Limit**
Payroll	1,289,110

H. NON-ACADEMIC OPERATIONS

Management of Non-Academic Operations: Director of Operations, Director of Finance, or the Director of Student Services will oversee the legalities regarding the operations of all Non-Academic Operations. The Director of Student Services will manage and evaluate the effectiveness of the systems regarding pupil services record-keeping, nursing, counseling, and other operations that involve students, parents, or families. The Director of Operations will manage and evaluate the effectiveness of all systems regarding daily operations, records management, technology and food services. The Director of Finance will manage and evaluate the effectiveness of all systems regarding procurement, budget and finance records. All information will be delivered to the OACS Board of Trustees during the January and June reviews of the school.**Healthcare Facilities**[173]**:**OACS intends to provide student care and referral as needed. Services for children and adolescents within the context of family, social/emotional, cultural, physical, and educational environment will also be addressed as these components fall under the Director of Student Services in the OACS Governance chart. Services are developed based on OACS school and family needs and available resources. The OACS services are delivered in combination with resources available at the school and in the community keeping with state and local laws and regulations, established standards, and community practice. All students attending OACS will receive healthcare services. School health services shall include the services of a registered professional nurse, if one is employed, and shall also include such services as may be rendered as provided in this article in examining students for the existence of disease or disability and in testing the eyes and ears of such students. OACS is committed to operating with mutual respect and a spirit of collaboration. The school will work in collaboration with the Olean Public School District regarding SWD to ensure that proper testing and services are given. **Healthcare Services**[174]**:** OACS intends to employ a registered nurse or LPN full-time who will maintain records and monitor the health services for OACS. For employee health benefits and services, OACS has sought benefits pricing information through Stalka Insurance and

[173]https://www.p12.nysed.gov/sss/schoolhealth/schoolhealthservices/Article19Sections.html
[174]https://www.p12.nysed.gov/sss/documents/OnetoOneNSGQAFINAL1.7.19.pdf

Independent Health. This is reflected in the OACS school budget. Full-time new hires are eligible for benefits enrollment on the first of the month following 30 days of employment. Should a new hire fail to enroll during this period or choose to decline benefits, then he/she will not be able to enroll in benefits again until: Annual Open Enrollment: Eligible employees may make plan elections and/or changes during this specified period of time prior to the beginning of the upcoming plan year. These elections are made for the entirety of the upcoming plan year and cannot be changed until the following plan year unless the eligible employee experiences a Qualifying Event. For 2022 benefits - employee enrollments must be completed by the August 15, 2022 deadline in order to be enrolled in the 2022 plan year. OR During a Special Enrollment Period known as "Qualifying Life Changes/ Events": If an eligible employee experiences a "Qualifying Event", they may be eligible for a special enrollment period. Documentation may be required, and there is a strict 30-day window for changes to be submitted. Please notify Human Resources timely of changes to ensure you meet the 30-day window. Though OACS will have fewer than 50 employees and will therefore not be mandated to offer a benefits package, OACS intends to ensure that all full time employees receive benefits to support staff retention. **Administration of Medication(s)[175]-** OACS will comply with relevant state laws, regulations, and guidelines governing the District's receipt, storage, and disposal of medication. OACS' registered professional nurse or LPN may administer medication to a student during the school day under certain conditions. For the purpose of this policy, the term "medication" includes both prescription and non-prescription medications. The school must receive the following before medication will be administered to a student: a)The original written order from the student's provider stating the name of the medication, precise dosage, frequency, and time of administration; b)A written, signed consent from the student's parent or person in parental relation requesting the administration of the medication, as prescribed by the physician, to the student in school; and c)The medication, properly labeled in its original container, must be delivered to the school health office by the student's parent or person in parental relation. The term "properly labeled," in the context of this policy, means that the container must include the following information: the student's name, name of medication, dosage, frequency, and prescribing physician. A student is not permitted to carry any medication on his/her person in school, or on the school bus, or keep any medication in his/her school locker(s). Exceptions may apply, however, for students diagnosed with asthma or other respiratory illnesses, diabetes, or allergies who will be permitted to carry and self-administer medication under certain conditions. All medication orders must be reviewed annually by school health office personnel or whenever there is a change in dosage. Additionally, unlicensed individuals are not permitted to administer medication to students.[176]**Self-Administration of Medication[177]:**Each student who is permitted to self-administer medication should have an emergency care plan on file with OACS. Further, the school will maintain a record of all written parental consents in the student's cumulative health record. School health office personnel will also maintain regular parental contact in order to monitor the effectiveness of such self-medication procedures and to clarify parental responsibility as to the daily monitoring of their child to ensure that the medication is being utilized in accordance with the physician's or provider's instructions. The student will be

[175]https://www.p12.nysed.gov/sss/documents/MedicationManagement-DEC2017.pdf
[176] http://www.op.nysed.gov/prof/nurse/nurse-unlicensedadmin.htm
[177]https://www.p12.nysed.gov/sss/documents/OnetoOneNSGQAFINAL1.7.19.pdf

required to report to the health office on a periodic basis as determined by health office personnel so as to maintain an ongoing evaluation of the student's management of such self-medication techniques, and to work cooperatively with the parents and the student regarding self-care management. Students who self-administer medication without proper authorization will be referred for counseling by school nursing personnel and parents will be requested to attend a meeting. School administration will be notified of unauthorized use of medication by the student, and school administration may determine the proper resolution of this behavior on a case-by-case basis. **Records Management[178]:** The Director of Student Services will be tasked with managing student records. The Director of Operations will be tasked with managing staff files. Each director will ensure orderly and efficient management of records, including the legal disposition or destruction of obsolete records, and be given the authority and responsibility to work with other local officials at all levels in the development and maintenance of the records management program. OACS legal counsel, the Director of Finance, and Principal may be considered to develop an advisory committee. [179] **Retention and Disposition of Records[180]:** OACS shall retain records for such a period and dispose of them in the manner described in Records Retention and Disposition Schedule ED-1, established pursuant to Part 185, Title VIII of the Official Compilation of Codes, Rules and Regulations of the State of New York and Article 57-A of the Arts and Cultural Affairs Law. Special Approvals for Disposition of Records Not Included in Schedule/Records Damaged by Natural or Manmade Disasters: Records not listed on a records retention and disposition schedule shall not be disposed of without the approval of the Commissioner of Education. Records that have been damaged by natural or manmade disasters and constitute a human health or safety risk also require the Commissioner's prior approval before disposition. A records retention schedule will be developed and used to ensure that records are retained as long as they are needed for administrative, fiscal, legal, or research purposes. **CTE Specific Records Retention[181]:** Memorandums of agreement, training plans, parent/guardian permission forms, student's time sheets and work summaries, and similar work-based learning records will be held for six (6)years from when the student graduates or would have normally graduated from school. Student journals will be held one (1)year after the end of the school year. Employment certificate (working paper)will not be held after the student turns 21, Social Security numbers will be restricted and not mandatory for working papers, though the employer will require the social security number for payroll purposes. **Replacing Original Records with Microforms or Electronic Images[182]:** Digital images of public records may be stored on electronic media, and such electronic records may replace paper originals or micrographic copies of these records. To ensure accessibility and intelligibility for the life of these records, the School District shall follow the procedures prescribed by the Commissioner of Education. **Retention and Preservation of Electronic Records[183]**: A licensed private career school or English as a Second Language (ESL)school may maintain electronic records. If a school closes or discontinues operations,

[178] http://www.archives.nysed.gov/common/archives/files/mr_pub41.pdf
[179] Arts and Cultural Affairs Law Section 57.19
[180] http://www.archives.nysed.gov/common/archives/files/mr_pub41.pdf
[181] http://www.archives.nysed.gov/common/archives/files/mr_pub41.pdf
[182] 8 NYCRR Section 185 Local Government Records Act of 1987
[183]http://www.acces.nysed.gov/bpss/schools/requirements-organization-student-records-provided-department

electronic records must be producible to BPSS as required by Education Law § 5001(8), and Commissioner's regulations at 8 NYCRR §§ 126.11(c)and (d)(or, in the case of ESL schools, 8 NYCRR § 126.10(j)(1)(iv)). Electronic records must otherwise be equivalent to, and as complete as, in all respects other than their electronic form, records maintained on paper or in other hard-copy form. **Disposal Rule[184]:** In accordance with the Federal Trade Commission's (FTC)"Disposal Rule," and in an effort to protect the privacy of consumer information, reduce the risk of fraud and identity theft, and guard against unauthorized access to or use of the information, OACS will take appropriate measures to properly dispose of sensitive information (i.e., personal identifiers)contained in or derived from consumer reports and records. According to the FTC, the standard for proper disposal of information derived from a consumer report is flexible, and allows the District to determine what measures are reasonable based on the sensitivity of the information, the costs and benefits of different disposal methods, and changes in technology. **"Proper" Disposal[185]:** When disposing of materials questions that will be reviewed and noted include: Are the records confidential? (Confidential records should be destroyed in a way that ensures their total illegibility.)What is the quantity of records to be destroyed? Is doing so inhouse an effective use of staff time and available equipment? What is the physical composition of the records? Are there any relevant local environmental restrictions? Are incineration or disposal in a landfill permitted in your area? Does OACS have access to a vendor who provides bonded recycling? Can our equipment handle the bulk to be destroyed? Options for Records Disposal includes: (1)Shredding destroys records and ensures confidentiality at the same time. (2)Incineration Incineration used to be a very popular method of destruction, although environmental restrictions now limit its use. (3)Landfill In some areas, burial in a landfill is still an option. Shredding must occur of any confidential records before disposing of them in landfills, since burial is not an assured method of destruction**Destroying Electronic Records:** IT staff should be consulted regarding the best way to permanently delete electronic records that have completed their required retention period. Even though deleting a file seems to make it disappear, it still exists and is retrievable until the media on which it is stored is overwritten, destroyed, or exposed to a magnet to scramble the data saved upon it (a process called degaussing). Your organization may have a standard process for either destroying storage media or preparing it for further use. Records in a database system that have reached their maximum retention period should be routinely purged or migrated, depending on their ultimate disposition. Records management staff and those within the units that use electronic records with long-term value should contact the State Archives for guidance on approaches for preserving records in digital formats for long-term accessibility. It's likely that multiple copies exist of each electronic record. Documents may have been saved by multiple people to individual computer hard drives or to different locations on the organization's network. Backup copies may exist of database records or records saved to a network or cloud-based file system. Records management staff should partner with their IT colleagues to identify the locations of each copy of electronic records scheduled for destruction and determine the best way to

[184] The Fair Credit Reporting Act, 15 United States Code (USC)Section 1681 et seq. The Fair and Accurate Credit Transactions Act of 2003, Public Law 108-159 Federal Trade Commission Disposal of Consumer Report Information and Records, 16 Code of Federal Regulations (CFR)Part 682 General Business Law Article 39-G 19 New York Code of Rules and Regulations (NYCRR)Section 199

[185] http://www.archives.nysed.gov/common/archives/files/mr_pub41.pdf

eliminate access to all copies. **Implementation of the Disposal Rule:** The Board delegates the Director of Operations as the authority and responsibility to review current practices regarding the disposal of consumer information; and to implement such further reasonable and appropriate procedures, including staff training as necessary, to ensure compliance with the FTC's Disposal Rule. **Food Services:** Food services will remain in compliance with the National School Lunch Program[186], though plans to research the state Farm-To-School Program[187] further and if possible will include fresh fruits and vegetables from affiliates Canticle Farms, Ellicottville Greens, and the OACS campus. Unused, edible food will be donated to the Warming House or the Olean Food Bank weekly.[188] Ordering for school breakfasts and lunches will be from Eaton Dairy and Maplevale Farms and prepared on campus. **Transportation[189]:** Students will receive bussing through Education Law Section 3635. Students with support required through an IEP or 504 as an accommodation, the school will negotiate support through the student's public school district, or offer an aid should staffing permit. For students who are unable to participate in Education Law Section 3635 OACS has discussed the options of adding "pop-up" Stops to the OATS Bus System. This option would not cost the school funding, but would allow for students to access public bussing to attend school if they are from Salamanca, Portville, or Cuba. Should a student with an IEP wish to use the public transportation system, OACS will evaluate the use of a support person on a case-by-case basis dependent on employee availability. **Technology[190]:**OACS intends to use protection measures that block or filter Internet access to pictures that are: (a)obscene; (b)child pornography; or (c)harmful to minors (for computers that are accessed by minors, as well as unauthorized access, including so-called "hacking," and other unlawful activities by minors online;unauthorized disclosure, use, and dissemination of personal information regarding minors.. OACS will adopt an Internet Safety Guide Including a Student Support (https://docs.google.com/document/d/1T4AjTLtN0pHRH5HBWghdkaIzGUwZFzi04oqPXpZ5xNs/edit?usp=sharing)which advises parents of the schools policies including the point that all staff members are prohibited from contacting students on any social media forum. Further internet safety policies will include 1)monitoring the online activities of minors; and 2)providing technology safety training regarding appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. FERPA safeguards student privacy by limiting who may access student records, specifying for what purpose they may access those records, and detailing what rules they have to follow when accessing the data. The PPRA must be followed when administering tools like surveys, analysis, and evaluations funded by the US Department of Education to students. It requires parental approval to administer many such tools and ensures that school districts have policies in place regarding how the data collected through these tools can be used. The COPPA will be followed regarding requirements on operators of websites, games, mobile apps or online services directed to children under 13 years of age, and on operators of other websites or online services that have actual knowledge that they are collecting personal information online from a

[186] http://www.cn.nysed.gov/national-lunch-program
[187] https://agriculture.ny.gov/farming/farm-school
[188] https://www.nysenate.gov/legislation/bills/2017/S5664
[189] https://www.p12.nysed.gov/schoolbus/education_law/html/Education_Law_3635-1e.html#:~:text=Where%20a%20child%20receives%20transportation%20from%20the%20school%20he%20or,in%20accordance%20with%20this%20subdivision.
[190] http://www.nysed.gov/edtech/laws-and-regulations-related-instructional-technology

child under 13 years of age. **Procurement:** As procurement is an area of school operations that requires consistent monitoring to ensure strict adherence to the budget, the Director of Finance and the OACS Board Treasurer are considered the overseers of the procurement process. The Director of Finance will update the other Directors and Principal weekly on the budget, and will be in communication with the Board Treasurer and Principal prior to Board Meetings. All charter school purchases must be made through methods authorized by the Board of Education. Approved methods include purchase orders, purchasing card, internet sites from reputable companies with which the school does business, request for a check, reimbursement to employees upon presentation of receipts for school district purchases. Advanced payment will only be made when required by the vendor. Additionally, the Director of Finance will approve all purchases internally. All purchases over $5,000 require the security of at least 3 written or through a request for proposals (RFPs) process created by the Director of Finance. In lieu of seeking competition, the School is authorized to make purchases using contracts awarded by the State. The Director of Finance must document the State contract award number on the purchase order or check request when purchasing using State contracts. Professional service contracts are excluded from the requirement to seek competition. **Security[191]:** It is the OACS Board of Trustees' responsibility to ensure the safety of the OACS' students, staff, facilities, and property. While the OACS Board recognizes the importance of privacy, it has authorized the use of surveillance cameras on OACS' property including in school buildings, school facilities, as well as on school buses, when necessary. These surveillance cameras will help to assist the Board in maintaining the overall safety and welfare of OACS' students, staff, property, and visitors, as well as to deter theft, violence, and other criminal activities. Further, surveillance cameras will only be placed in public or common areas, such as stairwells, hallways, cafeterias, parking lots, or playgrounds, and not in private areas such as locker rooms, bathrooms, or other areas in which individuals have a reasonable expectation of privacy. Audio recordings will not be utilized by OACS's officials, however, this prohibition may not preclude the use of audio recordings by law enforcement officials in accordance with their official duties or as otherwise authorized by law. Disciplinary Proceedings Video recordings or footage from OACS's surveillance cameras may be used in student or employee disciplinary proceedings, as appropriate. Signage/Notification OACS will place signage at entrances to the school campus or at major entrances into school buildings notifying students, staff, as well as any visitors of OACS's use of surveillance cameras. Students and staff will also receive additional notification, as deemed appropriate by the Directors, regarding the use of its surveillance cameras through means such as publication in the OACS's calendar, employee handbook, and/or the student handbook. Maintenance of Video Recordings, any video surveillance recording in the schools, on school buses, or on school property, on tape, CD, or digitally, will be the sole property of the OACS and stored in its original form and in a secure location to avoid tampering and also to ensure its confidentiality in accordance with relevant law and regulations. In addition, to the extent that any video images create student or personnel records, OACS will comply with all applicable state and federal laws related to record retention, record maintenance, and record disclosure, including the Family Educational Rights and Privacy Act ("FERPA"). **Compliance Reporting[192]:** State Educational

[191] https://www.nyssba.org/news/2018/06/07/on-board-online-june-11-2018/security-camera-surveillance-systems-best-practices-and-policy-concerns/

[192] http://www.nysed.gov/essa/compliance-monitoring-and-technical-assistance

Agencies will support OACS regarding compliance reporting. Yearly the Office of ESSA-Funding will use a risk-based approach and a selected number of institutions regarding compliance for Title funding and McKinney-Vento Homeless Education Program. **Custodial Services Registration[193]:** An *unaccompanied youth*, is defined in section 725 of subtitle B of title VII of the McKinney-Vento Homeless Act, a child, also a homeless child or youth, not in the physical custody of a parent or guardian. The term *unaccompanied youth* shall not include a child or youth who is residing with someone other than a parent or legal guardian. For purposes of proof of parental relationship or proof that the child resides with the parent(s) or person(s) in parental relation, OACS may accept an affidavit of the parent(s) or person(s) in parental relation indicating either: that they are the parent(s) with whom the child lawfully resides or that they are the person(s) in parental relation to the child, over whom they have total and permanent custody and control, and describing how they obtained total and permanent custody and control, whether through guardianship or otherwise. The OACS may also accept other proof such as documentation indicating that the child resides with a sponsor with whom the child has been placed by a Federal agency. The board of education or its designee may not require submission of a judicial custody order or an order of guardianship as a condition of enrollment. OACS or its designee shall consider other forms of documentation produced by the child, the child's parent(s) or person(s) in parental relation, including but not limited to the following:evidence of custody of the child, including but not limited to judicial custody orders or guardianship papers.

I. FAMILY AND COMMUNITY INVOLVEMENT

Pre-Opening Outreach: All outreach for OACS has consistently included the 4 pillars OACS has highlighted as necessary for effective community outreach: Communicating High Expectations, Monitoring Performance, Supporting Learning At Home, Guiding Parents in Advocating For Their Children[194] Multiple existing affiliates have agreed to support events to ensure all 4 goals are met each month. This includes: Cornell Cooperative Extension ENFP, Starbridge, The CCDH, and Isaac Spaeth (projected Music Teacher) along-side Beat City Music. OACS will continue to hold Open Forums at the Olean Public Library at least once per month. The calendar has been finalized(**https://drive.google.com/file/d/1yswYCUniskWzql1kOQll7Q8ztxVNRyu6/view?usp=sharing**) and includes 13 Forums (online and offline) to deliver information and receive community input, one parent email survey, and events including: Nutrition Education, Making Music Through Shapes, a Drum Circle and a Board Game Night. **Communication:** OACS understands the importance of partnering with families and having access to effective communication. It is also understood that, due to the community size and past experience with in-person events, being proactive regarding communication will be essential. During the Pre-Opening plan, as well as during the school year, OACS will put forth the following practices: Bi-Annual Parent Survey: This survey seeks parent feedback regarding the school's planned program; family partnership expectations and support with planning upcoming school year outreach plans. The survey will also allow parents the opportunity and flexibility to share their ideas and concerns. Monthly Meetings: These meetings will allow for parents to speak directly to the Community and Parent Engagement Coordinator during a set time each month. The predictability will be the goal, allowing parents the opportunity to attend if and when concerns

[193] http://www.nysed.gov/curriculum-instruction/1002-general-school-requirements
[194] https://www.pacer.org/about/programs/family-engagement-center/

arise. Weekly Newsletter: A weekly parent newsletter will remind parents of upcoming events, but also offer telephone and emails, and reminders to communicate as concerns or questions arise. As some parents feel more comfortable using technology to communicate, OACS will continue to maintain active engagement on Facebook, as well as texting to ensure that parents are able to see upcoming events, as well as communicate questions and concerns. **Community-Based Opportunities:** OACS understands the importance of partnering with parents as an essential part of the students growth and academic achievement. OACS will provide support to the families through: Back to School Night for parents and students to meet their teachers, directors, principal and other staff. Parent Teacher Conferences will occur three times a year, Parent Education Courses will be scheduled monthly to support parents connecting with free resources offered through our affiliates, An Active Open Door Policy will be reiterated in parent communication to reinforce OACS desire to receive parent input and advice on how to improve OACS Community, Monthly Meetings will occur as open forums for parents to attend and raise concerns or questions with the Community and Parent Engagement Coordinator. OACS has received full support from affiliates committed to help make the OACS mission of "...ensur(ing) all students identify and expound their natural gifts and talents, as well as demonstrate academic proficiency"... grounded in Science, Technology, Engineering, and Math. a reality. Several of our affiliates have committed to supporting students during and after school with achieving our stated mission. This includes, but is not limited to: Boundless Connections; Providing Technology Support,The Neighborhood School of Dance; Integrating the arts with STEM, City Beat; Music/ Engineering/Math/Technology, African American Cultural Museum; Cultural Diversity, History of Olean, N.Y. ; Special Education, and Cattaraugus County Health Department; Cattaraugus County Children and Family Health Programs. 4H has agreed to affiliate with a more formal afterschool program to offer students value-based agriculture opportunities that incorporate STEM, as well. **Community Involvement Vision:** OACS will include families and community members in school choices whenever possible to ensure student success in school, at home and in the community. This includes the opportunity for students and families, inclusive of SWD, ELL, and the designated ED student populations, to receive support regarding self-improvement, family improvement, and communication regarding support services in the school and in the Olean community organization. **Plan August 2023-2024 School Year:** (https://drive.google.com/file/d/1FJ3eNB0BPmdb55U5tFWZNQNcWEN1aU6x/view?usp=sharing). As with the Pre-Opening Plan Calendar, Communicating High Expectations, Monitoring Performance, Supporting Learning At Home, Guiding Parents in Advocating For Their Children. Events include: A Meet The Administration Day, Munchies and Meetings for Student Report Review, Monthly Forums (online and offline) regarding policy and to gain parent insight, Agriculture and how to grow plants and vegetables at home, STEM focused events, Vaping and Smoking Education, a Trivia Night, and CCDH Sponsored Events. Should the school be approved: Starbridge, Boundless Connections, and 4H are eager to add events or adopt spaces where others are delivering twice in 2 months. Through the U.S. Department of Education's Office of Special Education Programs, Minnesota has developed PACER, a Parent Training and Information Center similar to our affiliations: Starbridge and the TIES Program. The PACER Center utilized the Partners in Education Framework to develop a 4-Pillared program that incorporates Communicating High Expectations, Monitoring Performance, Communicating with the School and Preparation for Graduation and Life After

High School.[195] As OACS identified the need for Supporting Learning At Home, Guiding Parents in Advocating For Their Children, these components were added to the program in lieu of Graduation and Life After High School, as it has been noted, through community conversation, that parents would like support advocating for their children. OACS believes this will incorporate more opportunity for SWD to receive effective services and connections to community organizations to support through a child's education.[196]

J. FINANCIAL MANAGEMENT

Before the start of each new school year the board must formally approve the budget presented by the Finance team. Upon approval, the board must formally appropriate the funds that will be received. The board has the fiduciary duty to oversee the school financial activities to avoid any deficit or any misuse of the funds received. A board financial review will take place quarterly as the first level of control. **Budget objectives: 1)** Building a budget which will generate a surplus to anticipate any risks or setbacks in funding or in adverse issues (normal course of business or extraordinary events). **2)** Building a budget which is fully compliant with the NY state rules & regulations. **School annual budgeting process:** The budget will be created 3 months before the start of the school year and the budget amendment at mid school year (January) to consider the variance versus the original financial projection. 2) The budget controls and reviews, which are implemented on a daily basis for expenses approval and monthly for the budget reviews. 3)The budget is created by the finance manager with the support of the budget managers who own the budget. **Budget controls & follow-up**: The OACS Board of Trustees is the initial control for the budget. The second control is an approval process (before the expense is engaged) which consists of a validation of the expenses by the budget owner and countersigned by the finance manager. Before a PO is approved, it has to refer to the budget detail sheets. The budget should be balanced at any time. Which means that if an expense was not planned, it has to be offset in the budget by a saving. **Budget timeline**: The budget is established 3 months before the beginning of the school year. At mid school year, the budget is reassessed based on the first 6 months of actual data and on the new financial trajectory for the next 6 months of the fiscal exercise. **Budget construction:** The budget is built to take into account the funding of the state and the potential amendment to the original forecast due to a reduction of students currently enrolled versus communicated or due to a state budget reduction. These two risks are embedded in the financial projection. The budget consists of 3 main documents: The P&L divided by month and on a cumulative basis; The cash flow statements based on the direct method (monthly difference between inflows and outflows), and The 5 year plan (multi-year's budget). The first two documents are equally important for the school to operate during the school year. The first document sets up the financial objectives of the school and provides a plan to finance planned programs and expenditures. The second document or cash flow statement measures the implementation of the budget on a cash basis. The budget includes 2 natures of expenses: Operational expenses that occurred during the year to allow the school to operate and Capital expenses or investments. The budget includes 4 dimensions: **1**) the original budget/amended budget by month and a TY year basis **2**) the actuals by month and on a cumulative basis **3**) the variance versus the original or the amended budget **4**) the progress status in %- for which a document is

[195] https://www2.ed.gov/documents/family-community/partners-education.pdf
[196] https://www.pacer.org/about/programs/family-engagement-center/

prepared with the original projection on a total year basis and by month. The overall budget is first owned by the board. The principal and the CFO/finance manager are responsible for its implementation and its management according to the objectives decided by the board. The budget is segregated and allocated to budget owners who are responsible for the different costs line of the budget. The cost owners or budget managers are the directors of the function in the school. **The primary finance team will consist of the following members:** Board of Directors- Reviews monthly reports; cash flow, income statement, balance sheets, ect and makes decisions as needed regarding funding. Director of Finance- Provides financial leadership and direction for all programs funded by federal, state, BIE, and other sources; oversees the financial administration of multiple grants; ensures that program staff accomplish their approved program initiatives and that the school division meets compliance and reporting requirements for all funding sources; makes journal entries, prepares vendor payments, reconciles reports, enters data into spreadsheets as needed, record keeping, prepares payroll submission to payroll company, and various related tasks that arise. Assists in the budget development process and performs budget analysis duties as assigned by the Principal. Responsible for the financial health of the School. Produces financial reports and develops strategies based on financial research to guide administration in making fiscally responsible decisions. Bookkeeper- Works under the supervision of the Finance Director- Payroll Company- Processes payroll, including tax payments, employee withholdings, and quarterly/yearly state filings and payments. Auditing Services- In house and external services as discussed below. Accounting Firm- Prepare necessary state or federal filings- as discussed below. **Financial Systems and Processes: Accounts Payable:** The Director of Finance will manage the purchase order and invoice approval process, as well as all direct communication with vendors. Approved invoices, based on the adopted budget will be submitted to the on staff bookkeeper for processing. These invoices will be submitted with coding based on the adopted budget and the implemented chart of accounts that conforms to accounting standards. Bookkeeper will enter the transactions, and then it will generate a report for review and quality assurance. Once the Director of Finance has reviewed and approved the entry, he or she will request payment of either all or select invoices. Once payments have been issued, Bookkeeper will generate a check register which identifies all payments made for reference and an aging report for any unpaid invoices. Each month, the Director of Finance will prepare a combined check register for all payments made on behalf of OACS for review by the board as part of an additional layer of financial oversight. Credit card and debit card transactions will have a separate process for entry to ensure that 1) information is being entered into the accounting system and 2) all back-up and receipts are being collected. In both cases of regular invoices, as well as credit and debit card activity, the school will retain physical copies of all purchase and invoice documentation, filed by vendor, for each fiscal year. In addition, OACS keeps electronic versions to make sure that OACS has adequate documentation. In the case of payments to independent contractors, the Director of Finance will collect W-9s from all eligible vendors. OACS will complete all the required reporting for vendors to the IRS. **Accounting:** The Director of Finance will be responsible for submitting bank statements and deposit logs each week. Based on the adopted budget and the implemented chart of accounts, revenue will be entered by the bookkeeper. In addition, other financial activity not originating within the accounting system, like for example payroll activity, or input through the accounts payable processing will be entered by the bookkeeper. Regardless of information being

submitted or not, the bookkeeper will still complete weekly cash reconciliations to clear checks issued through accounts payable processing and temporarily recognize activity until documentation is supplied. Other ancillary support functions by the bookkeeper will include maintaining a fixed asset schedule and ensuring all depreciable expenses are being treated properly. In addition, the bookkeeper will make sure transactions that should be applied to the balance sheet are correctly treated like prior year accrued revenues and expenses, recognition of the principal portion of loan payments. Finally, the Finance Director will be responsible for working closely with the independent audit firm selected by the school to make sure it has all the required documentation and schedules developed each year for the audit process. All financial records will be maintained using generally accepted accounting principles (GAAP) promulgated by the Governmental Accounting Standards Board (GASB), NY Comptroller requirements for charter schools, and any other requirements. **Payroll**: The Director of Finance will be responsible for maintaining employee files, including but not limited to, employment agreements, certifications, credentials, W-3s, I-9s, and other payroll information like salaries, wages, deductions, garnishments, and direct deposit information. On a bi-weekly basis, the bookkeeper will submit any recurring and new payroll information to the outsourced payroll company after receiving approval from the Finance Director. From there, the payroll company will process the payroll and coordinate delivery. On a quarterly basis, the payroll company will also be responsible for all of the required tax reporting to IRS and any state agencies. In addition the payroll company will be responsible for processing any employee deductions, contributions, etc. **Financial Statement Development:** Each month, the Director of Finance will be responsible for preparing standard financial statements, including an income statement, balance sheet, statement of net assets, and cash flow statement. In addition, this information will be completed with a budget vs. actual analysis and trending analysis to ensure that the school is on track to meet its adopted budget. The Director of Finance will be responsible for preparing a monthly or quarterly analysis to the board and school leadership on the ongoing finances of the school. During the budget development process each year, the Director of Finance will work with school leadership in developing the next year's budget that meets adopted sustainability goals both in the short-term and in the longer term. **The school will contract financial services for the following areas: 1)**a local accounting firm to produce the financial statements at the end of the year and all related tax/fiscal documents for the IRS and other bodies of regulation. **2)** an independent audit company that will separately audit the final statements on an annual basis in accordance with generally accepted auditing standards. The audit company will implement all the necessary due diligence (like policy & procedure reviews and procedures, data quality, accuracy & completeness analysis) as needed on top of the financial/accounting data. **3)** a payroll company, to ensure full compliance with NY state requirements (for both employer and employees regarding insurance or tax declarations, accounting, benefits calculation or mandatory reports), the payroll will be subcontracted to a third-party like Paychex. Any subcontractors that are secured will not have a conflicting relationship or affiliation with any member of the board or administration. During the contracting process and annually, conflicts of interest will be reviewed by the ethics committee. **Financial oversight and Fiscal Compliance and Reporting:** The finance department of OACS will establish a calendar with the key processes and deliverables required by Federal law or regulation and any other data elements prescribed by the commissioner: The school will develop a set of procedures and templates: **1)** to manage

a budget generating a surplus **2**) to monitor the cash flow of the school, keeping a positive financial position in cash **3**) to manage the debt if the school needs to borrow cash to manage inflows and outflows synchronization **4**) to implement a competitive procurement process **5**) to implement financial transparency with recurrent budget reviews, annual financial audit, third-party establishing financial statements **6**) to be GAAP and NY state regulations compliant All the necessary repositories will be created to manage all key information requested by the different stakeholders. The accounting will be implemented in-house and will be conducted in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States. The corresponding audit will follow the same standards. The finance department will follow the reporting requirements issued by the NY state: The financial statements will be prepared on the accrual basis of accounting in accordance with generally accepted accounting principles for not-for-profit organizations. All statements required by Financial Accounting Standards Board (FASB) Statement No. 117, Financial Statements of Not-for-Profit Organizations, will be presented including a Statement of Financial Position, Statement of Activities and Statement of Cash Flows. Required note disclosures and others that are deemed appropriate will be included. A supplemental schedule of functional expenses, in a format consistent with the reporting requirements will be included and subject to the auditing procedures applied in the audit of the general-purpose financial statements. The auditor will prepare and submit a management letter. A copy of the management letter will be submitted with the financial statements along with the school's corrective action plan to address any weaknesses identified in the report or the management letter. The audit company or an independent and licensed Certified Public Accountant or Public Accountant will perform the audit for the financial statement certification. The charter school is expecting to spend more than $500,000 in federal awards during the fiscal year, therefore an independent audit as prescribed in the federal Office of Management and Budget Circular A-133 will also be completed and filed with the federal government and the State Education Department. **Protecting Student and Financial Records**: The OACS will comply with the Family Educational Rights and Privacy Act. The staff will be trained on FERPA compliance on a yearly basis to understand all the requirements, but also all the exceptions and nuances to avoid any unintentional violation, specific procedure & policy will be distributed to the staff once a year and to any newly hired employee to ensure that the personnel of the school is familiar with the rules, the responsible in the school for the FERPA compliance will be the parent and community engagement coordinator. The procedure will include a comprehensive description of the FERPA requirements: Scope of the FERPA requirements (understand what information should be protected and what are the rights attached to law), production of requested educational data to a parent legal guardian within 45 days, amendment of education records as requested, reminder of parents/legal guardians and students of their rights under FERPA on an annual basis, written consent of parents or legal guardians necessary to share eligible student's education records, archiving methodology, retention period policy and files deletion conditions, policy to address potential security breaches (risk assessment and remediation actions) The school will distribute to the students and the parents/legal guardians the FERPA rights documents for signature on an annual basis (on the beginning of the school year) Regarding electronic documents and records, the school will store and secure the education data eligible to the FERPA requirements in a scalable archiving solution with built-in security features,

including encryption and two factor authentication and secure It protocol for all electronic records. The application/software (that has to be fully compliant with FERPA requirements) has not yet been chosen but will be part of a study that will be implemented following the school application approval. The potential vendors will be screened about their ability to record access and their prevention effort. Regarding paper documents & records, the documents will be stored in a safe and will be accessible by designated resources. Regarding specifically health documents, the school will ensure that the nurse and any healthcare provider affiliated with the school will be fully compliant with the FERPA rules.**Conducting Independent Fiscal Audits**: The OACS will comply with the NY charter schools act of nineteen hundred ninety-eight that requires that a charter school shall be subject to the financial audits, the audit procedures and the audit requirements set forth in the charter. The school will undergo an independent financial audit once a year. The accounting department of the school will provide: the balances reported in the school financial statements, the internal control policies and procedures, the monthly budget and cashflow documents, the bank statements, the invoices or other documents justifying the accounting entries (on demand) , The accounting company, hired by the school will establish and provide the financial statements based on the input from the school (in-house accounting and backup documents)**.**

K. BUDGET AND CASHFLOW

In an effort to remain concervative with the budget, OACS has chosen to use Olean Public School per pupil dollar values as they are lower than neighboring districts including: Allegany: 20968(15726), Portville: 18280(13710).[197]**The 1st year budget**: The year 1 budget starts on the first day of July 2023 and ends at the end of June 2024. This budget presents a surplus of ~$95K (net income). This includes a $73K for depreciation (non cash item) which leads to an EBITDA ~$140K (proxy of cash). This surplus is designed to manage several risks in both revenue and costs. **On the revenue side:** The budget is based on an enrollment of 160 students the first year. Based on our projection, based on public input, it is believed that the total could be higher, the following analysis is based on the founding board's conservative report. A 5 student difference will represent a reduction of 70K impacting directly the bottom line. The revenue is based on an enrollment of 160 students in which 27 pupils need special education.**The revenue is detailed as follows:** The district will fund the 160 students at a PPR of $13,650 in 2023 for an amount of $2,184,000. Out of the 160 students, 16 students require special education (less than 20%) at $10,000 and 11 students (20% - 60%) at $12,500 for a total of $297,500 additional funding. The plan is following the guidelines presented in section G programmatic and fiscal impact. The school also expects the funding of the food service. Our assumption, in the economically challenged environment of Olean, is that 58% of the students will require assistance for their lunch and snacks. OACS has used the public school system estimates of: 28% of the student population will require free lunch and 30% reduced price lunch at a funding rate of $500 per capita, which equates to an additional funding of 46K for Title 1 and 4K for Title 2. The parents will finance directly the lunches which are not eligible for federal funding. The plan assumes that the field trip expenses beyond transportation will be financed by the families. Exceptions will be made to ensure all students have availability and fundraising will occur to limit the costs of all trips. **Costs:** OACS founding board has reviewed carefully all the costs and expects the plan to generate a surplus to manage any unexpected costs that could occur due to some economical

[197] https://nces.ed.gov/ccd/districtsearch/district_detail.asp?ID2=3623640

changes (inflation, marketplace tension, etc.) or other issues. The expenses include the following cost lines: The administrative staff is composed of 11 FTE (10 FTE and 2 part-time jobs) for a total cost of $550K. The leadership position average gross salary is estimated at $65K in the region. Out of these 11 FTE, 10 FTE are filled with the following positions: principal, director of operations, director of student service, director of finance, director of program and aftercare, parent & community engagement coordinator, secretary, cafeteria manager, bookkeeper/HR admin and technology support technician, and 1 FTE with 2 part-time positions: high school agriculture coordinator and grant writer. The instructional personnel are composed of 18 FTE for a total cost of $713K. The teacher average gross salary is estimated at $40K. Out of these 18 FTE, there are 9 teachers for the K-8 classes, one assistant teacher, 4 specialty teachers covering Art, Music, PE, Spanish and agriculture programs), one teacher for Reading AIS/Boundless/ELL, one social worker and one athletic director. The non-instructional staff is composed of two resources: a nurse and a resource for maintenance and cleaning for a total cost of 76K. The payroll taxes are based on the following rates: FICA at 6.2% and Medicare at 1.45% of total annual gross salaries, state unemployment at 1.5% and disability at 0.8% of total annual gross salaries, $3000 health, $500 dental, life $100, LT disability $150 and ST disability $300 benefits per employee paid the employer, NYS teacher retirement at 6% of annual gross salary. The accounting & audit costs are estimated at 15K for both accounting assistance and for independent audit. The legal costs are estimated at 5K during the year, most of the legal costs should occur in the pre-opening period for the setup of the school. The payroll costs (payroll processing only, no PEO) are about 11k based on the following assumptions: $250 per employee per year based on 44 paychecks a month . $12K will be dedicated to the security of the location (alarm and video). The transportation costs for a total of 80K, cover sporting events for an average of one route during the school year at a rate of $500 per day. Transportation to the school for the regular hours is managed by the public school bus system, the public transportation of Olean (OATS Bus system) and by the families. $85K will be dedicated to cover the special programs of the school: Agriculture/tech class/K-8 projects/sports/ Art/ music and investment in VR google for $10K. The total meals/lunch costs are estimated at $154K divided between lunch for $102K and snacks for $52K, based on a lunch at $4 and a snack at $2. Staff development and staff travel will ramp up in year 2 and following. The other costs include both memberships for the school and interest to pay in case the school needs to implement a bridge loan to manage cash flow (bridge loan not included in cash flow template – this is cost buffer). The lease costs are about $150K, based on the following assumptions: 80 square feet per student (12,800 sqft) - monthly net lease at $1 per sqft/ month. The utilities costs are calculated at $17K for the year, based on the following assumptions :80 square feet per student (12,800 sqft) - average of $0.67 per square foot on electricity and $0.19 per square foot on natural gas on an annual basis (avg school) - index of 50% due to severe weather in Olean.
The depreciation is calculated as follows:

Fixed assets	**years**	**$ Amount**	**Depreciation per year**
Startup costs	10	60,000	6,000
Equipment boardmanville	10	50,000	5,000
Student furniture	10	51,000	5,100
Teachers furniture	10	10,000	1,000
Admin & nursing furniture	10	8,000	800

Cleaning machines	10	10,000	1,000
Total		189,000	18,900
Student computers	3	39,000	13,000
Student printers	3	1,800	600
Smartboards	3	8,000	2,667
LCD projectors	3	20,000	6,667
Admin computers	3	30,000	10,000
Admin printers	3	4,000	1,333
Network equipment	3	20,000	6,667
Tablets / headsets	3	40,000	13,333
		162,800	54,267
Total		351,800	73,167

The Pre-opening Period Budget: The Pre-opening period budget presents a surplus of 140K. OACS applies the same philosophy as above to manage any adverse issue or risks.The pre-opening period budget includes the following costs: salaries of the management team that will start in January (thru June) to prepare the school processes and procedures (internally and externally), this includes the principal, the director of operations, the director of student services, etc., a signing bonus for hired teachers, however, the teacher's salaries are accounted in the year 1 budget, but not in the pre-opening period budget, legal fees to work on the legal aspect of the school, salaries of the inception team (team who is preparing the application and will continue to work during the pre-opening period), the investments in all material needed to run the school (furniture, laptops, smartboards, printers, tablet, etc...). The depreciation of the fixed assets will start in June 2023. OACS needs to be sure that the material will be available on time (anticipating any supply chain issue by ordering at the beginning of the pre-opening period – Plan will focus on the purchase of used material readily available for some fixed assets), office supplies, teaching material, textbooks, etc, installation costs for the building (painting, electrical, installation…), rent for a month – expecting to have one month free through negotiation, setup of the escrow account with the first 20K allocated during this period The surplus generated in the pre-opening period is the difference between the CSP accounted for 800K and the total costs of 660K driven by the investments for the school. **The 5-year budget**: The 5-year budget is based on year 1 structure. The revenue and costs increase based on the following drivers: Student enrollment, PPR rate increase, Inflation , Teachers hiring. These main drivers directly impact:, Revenue , Payroll costs, Utilities costs, Rental costs, Other school operations costs. The budget was created to support the needs, goals, and objectives of OACS' mission and vision. The school budget is a representation of three equally contributing factors: Revenue Plan, Cost of the program, Educational Program The educational program was determined first and was then converted into cost terms, and finally the determination of the sources of required revenues was made.The idea was for the educational program to be developed without letting the available funds be the master or limiting factor in determining the bounds of the educational program. Thus the budget controls the implementation of the plans through the programming of its cost and ensuring the annual appropriation of funds needed along with following the processes that have been outlined above in the proposed policies, procedures, and systems. Using a strategic planning approach OACS has created a current budget along with

a conservative 5 year budget projection encompassing anticipated student growth and increased expenditures.. OACS understands the value of forecasting and anticipating future events and possible challenges. OACS also understands the advantages of monitoring our budget. Budget monitoring and performance management will be key tools to regularly examine OACS operations to identify any potential shortcomings and to find ways to make early course corrections. Working together with other stakeholders the school will be able to identify useful performance measures and strategize to overcome challenges that could arise. The contingency plans designed are threefold: An analysis of the potential risks and their magnitude, a conservative approach in the establishment of the budget to drive a surplus, an alternative temporary funding solution to bridge cash flow issues. **Analysis of risks & magnitude:** As mentioned in the beginning of this section K, the team has reviewed carefully the different revenue and cost lines. The surplus generated on a cash basis is ~$140K and it should cover the following risks (on a cumulative basis): On the revenue side, OACS doesn't believe that the school will have a problem to reach the 160 students enrollment target, but OACS will take into account a risk of 5 students for $70K. On the costs side, an increase of the salaried costs of $80K due to higher salaries for the teachers and the leadership team. On the costs side, an increase of 10% of the transportation costs for $10K. On the costs side an increase of $30K for the lease of the building. On the costs side an increase of energy costs due to the energy crisis of 10K. OACS does not believe that these risks are high, but medium to low and that they will not be cumulative in one year, however the plan is designed to support these risks. Conservative approach in the establishment of the budget. On the costs side, the calculation based on the student enrollment is systematically increased by 5 to 10% to manage appropriately loss of material, square footage, items replacement during the year, etc. Also, for the calculation of the utilities, the plan includes an index of 50% additional costs versus average costs in the US, due to the severe weather conditions in Olean. There is no grant funding included in the first year and a very small value in the following years. There is a dedicated grant writer that can potentially triple or quadruple the current revenue in the plan. **Alternative temporary funding solution:** The Volpe foundation, a non profit organization, who supports the creation of the charter school to help the Olean basin to have better school choice has committed to implement bridge loans with the school as necessary up to 250K.

L. PRE-OPENING PLAN: Please note Attachment 11 for a complete list of the OACS Founding Board's projected tasks for an August 2023 opening

M. DISSOLUTION PLAN: Attachment 12: Should OACS need to close thePresident of the Board of Trustees will oversee the following Dissolution Plan stated in Attachment 12.

5 Year Enrollment Plan to Monitor: Projected Enrollment Table Over the Charter Term

Grade	Ages	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
K	5-6	20	20	20	20	20
1	6-7	20	20	20	20	20
2	7-8	20	20	20	20	20
3	8-9	20	20	20	20	20
4	9-10	20	20	20	20	20
5	10-11	20	20	20	20	20
6	11-12	20	20	20	20	20
7	12-13	20	20	20	20	20
8	13-14	20	20	20	20	20
9	14-15		20	20	20	20
10	15-16		15	20	20	20
11	16-17			15	20	20
12	17-18				15	20
Ungraded		0	0	0	0	0
Totals		**160**	**195**	**215**	**235**	**240**

Enrollment and Retention Targets

	Enrollment: #/%	**Retention: #/%**
Economically Disadvantaged	93/58%	90/56%
Students With Disabilities	28/17%	24/15%
English Language Learners	1/<1%	1/<1%

Olean Academy Admissions and Registration Policies and Procedures

Overview:

Olean Academy Charter School is a tuition-free alternative to the public school system. Olean Academy will provide students with an intentionally tailored curriculum that cultivates critical thinking skills and honors the history of Olean, New York by offering its future leaders a relationship with the area's strengths, history, and future possibilities. Olean Academy intends to use a holistic and full program including STEM, Arts and Sciences, as well as after school activities including sports. We hope to open in August 2023 by accepting Grades K-8 and hope to add Grades 9 and 10 in August 2024.

Open Enrollment Information:

Open Enrollment is designed to give all interested parents equal opportunity for their child(ren) to attend Olean Academy Charter School. The Open Enrollment period will begin January 15th and conclude at 3pm on March 15. As long as an application is received by the end of Open Enrollment, the student(s) will be accepted and/or added to the open lottery. If the number of submitted applications exceeds the number of open seats, a random selection lottery will be held to determine applicant acceptance. If the number of applications does not exceed the number of open seats, all applicants will be accepted for their respective grade.

Lottery Information:

A lottery will be held for any grade for which the number of received applications exceeds the number of openings. The lottery will be open to the public. Parents are encouraged, though not required, to attend. The date, time, and place of the lottery will be communicated in writing to

all applicants. In an effort to ensure there is sufficient support for the school, names will be randomly selected, with preference given to returning students, siblings of Olean Academy Charter School students, students residing in Olean, New York and students residing in the surrounding towns of Olean, New York. The lottery will continue until all names are drawn.

Wait List: Enrollment is based upon the order of the names drawn until all openings are filled. Remaining names will make up the Official Wait List, and students on the Wait List will be offered enrollment as openings occur. Parents will be notified in writing of their child's position on the Wait List so that they may monitor the status of their child's application. We update the Wait List regularly and will notify you if an opening occurs. Many children are accepted off the Wait List each year as open positions will be filled throughout the year until May 1st. Please continue to attend our events and establish your family in the OACS!

Applications will continue to be accepted after the Lottery; with names being placed at the end of the Wait List in the order applications are submitted. We will offer enrollment for any openings that occur until May 1st of each school year. If an applicant has not been selected for admission, he or she must reapply for the following school year.

A student who has elected to withdraw from Olean Academy Charter School and wishes to return must reapply as a new student.

Lottery Preferences: 1)children of employees and active board members up to 15% of the total enrollment (Year 1: 24 total) 2)students returning in any subsequent year; 3)siblings of pupils already enrolled in the charter school 4)students residing in the community school district. 4)students classified as ED. There will be no other screening preferences applied[1]. There will be no other screening preferences applied. Employees' children will be weighted 4 times, students returning will be weighted 3 times, and so on.
Non-Discrimination Statement: A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school.

2023-2024 OLEAN ACADEMY CHARTER SCHOOL APPLICATION

This application is the first step toward enrolling your child for the upcoming school year. Applications will be counted on April 1, 2023. If there are more applications than the number of openings on our roster, an Enrollment Lottery will be held on Friday, April 14, 2023. This Lottery will determine the order of applications to be considered for enrollment. If we have more openings than applications, you will be offered admission and notified to begin the Registration process.

[1] https://www.newyorkcharters.org/wp-content/uploads/2020/12/Lottery-Guidance-2022-23.pdf (DOE info included, though SUNY produced)

2020-2021 New York State Charter School Uniform Application Olean Academy Charter School

Address: School Phone: XXXX School Website: XXX School E-mail: XXX

Olean Academy Charter School is now enrolling students from Kindergarten to Grade 8 for the school year beginning September 5, 2023. Kindergartners must turn 5 years old by December 31, 2023 to qualify for admission.

Please complete this application and submit it to the school office Monday-Friday from 8 am-4 pm in person
OR You may FAX the application to XXXX
OR You may email applications are accepted at XXXX
ORMail applications may be sent to:
Olean Academy Charter School
ATTN: Community and Parent Coordinator

Once we have received your application, you will receive a confirmation.

Legal Name of Student:_____
First Last
Where can this name be used? Anywhere_____ Nowhere_____ Only_____

In-School Name Option:_____
First Last
Where can this name be used? Anywhere_____ Only_____

Date of Birth (MM/DD/YYYY)_____

Legal Gender : Male _____ Female _____

Preferred Gender:Male_____ Female_____ Transgender____ Non-Bionary_____
Home Address:
Street:

City: State: Zip:

School District your home is located in:

Grade Applying for: Kindergarten 1 2 3 4 5 6 7 8

The applicant named above has a sibling attending Olean Academy: Yes No

If Yes: What is that child's name and current grade level?

Parent/Guardian Information:
Name: _____
First Last

Relationship to Student: _____

Home Address:
Street:

City: State: Zip:

Phone Number(s)

Home: Cell: Other:

Email Address(es):
* The items marked with an asterisk (*) are the only items that may be required in order to apply to this charter school. Any items not marked by an (*) are optional.

Parent/Guardian Signature: _____ Date: _____
Please Note: A separate application must be completed and submitted for each child applying for admission.
**Non-Discrimination Statement: A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school.*

Student Registration Information

Students seeking admission for Kindergarten must:

- Be 5 years old on or before December 31st.
- Be administered a Kindergarten readiness test.
- Have a report/evaluation from the preschool teacher (if applicable).
- Provide current immunization records.

As exists for Olean Public Schools, for all students, the Registration Process includes the completion of the following items: (If these items are not received within two weeks of the enrollment offer, your child may be removed from the school's accepted list)

- Registration Form
- Olean Public Schools Transportation Request Form
- Textbook Loan Form
- Previous School's Academic Records (Please contact their registrar and have the information sent to XXX)
- Medical Documentation Form (Please contact your child's doctor and have the immunizations and medical information sent to XXX)
- Proof of Guardianship

Birth Certificate Passport	Driver 's License	Records from non-profit aid agencies

State/Govt ID	Baptismal Record	Consulate ID Card
School ID with DOB	Military ID	Native American Tribal documents
Hospital/health records	Court orders/court issued documents	

If a student resides with someone other than a parent, the District requires submission of affidavits setting forth the circumstances under which the student resides. Both parent and person in parental relationship will need to complete a notarized affidavit.
Other documentation indicating the child has been placed by a governmental agency will also be accepted. If you are unable to provide proof of parental relationship/guardianship, please contact Olean Academy at XXXX

- Provide 3 Proofs of Residency in the City of Olean

Current telephone, utility or cable bills	Mortgage/County assessor information	Insurance documents
Documents from the City, County, State, or Federal agencies	Lease agreements including first page and signature page	NYS Drivers License
Voters Registration Card	Address Card	State or Government
Stamped Change of Address	Landlord Affidavit	Paycheck Stub

Not Acceptable: Copies of envelopes

*Other items may be required by administration and central office personnel.
*Families experiencing homelessness or hardship are not required to provide proof of residency
**Section 210.45 of the Penal Law (the Stale of New York prohibits the making of a false written statement. Therefore, your statements contained in your registration application must be true and accurate. If the School District determines at any time that you are not a resident of the School District, your child/children will be excluded from the School District. Further, you will be liable to the School District for payment of tuition from their date of enrollment through their date of exclusion, as well as hours of collection.*
**Non-Discrimination Statement: A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school.*

Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
4/7/2022	Community Stakeholder Meeting: Manager of Union Tea	Visit and communication to solicit partnership, feedback, and community support	Union Tea: 301 N Union St, Olean, NY 14760	Possible affiliation for internship, student visit. Owner expressed problems with Olean Public Schools	In agreement, email requested with form letters, but decided to wait until after LOI approval to write letter of support.	3: Shannon McIntyre, Evelyn Cruz, Union Tea Manager
4/8/2022	Stakeholder Meeting: Vince Volpe	Request for affiliation and support for setup including business analysis and financial planning	Zoom	Discussion about K-8 and 9-12 STEM needs	Agreement to support moving forward after initial conversations with key community members who are connected to education in the community	2: Shannon McIntyre, Vince Volpe
4/12/2022	Stakeholder Meeting: Business Planning (Financial planning)	Outline the general business plan and financials to work towards securing an affiliation	Zoom	Requirements listed for affiliation with Volpe Foundation including projected budget	Affiliation finalized, letters received	3: Shannon McIntyre, Philippe Dieffenthaler, Vince Volpe
4/16/2022	Community Stakeholder Meeting: Dan DeCerbo (The Old Library)	General request for support through internship and community support	Old Library: 116 S Union St, Olean, NY 14760	Dissatisfied with Olean Public Schools and bullying that occurs in the community.	Value-Based plan will support addressing this concern. We will continue to develop the school-wide system of reporting and addressing bullying to ensure this area is addressed properly. In agreement, email requested with form letters, hesitant to put name in writing, but would welcome affiliation in the future	3: Dn Decerbo, Shannon McIntyre, Evelyn Cruz
4/17/22, 5/18/22 5/25/22	Community Stakeholder Meeting Jim Eckstrom (Olean Times Herald)	Request for support through internships and general speaking to students regarding written and spoken word, as well as the effects of the written and spoken word (bullying)	Phone, 113 N Union St, Olean, NY 14760	Request for redesign of proposal to use less "reporter" time, possibly more teacher-directed, will follow up in July	Reduce program to include 4 major talks, possibly via zoom, and one possible field trip for Grade 2	3: Jim Eckstrom, Kellen Quigly, Shannon McIntyre
4/20/22, 5/2/22, 5/3/22, 5/10/22, 5/11/22	Community Stakeholder Meeting: John Stahley (Siemens)	Initial concept and curriculum proposed, request for community support, request for introductory video for website, Siemens proposal for community forum at the company	Siemens Building: 500 Paul Clark Dr, Olean, NY 14760, phone, email	Belief in STEM principles and the development of a school that offers students an alternative education.	letter of affiliation received, community stakeholder meeting scheduled for 5/25	2: John Stahley, Shannon McIntyre
4/21/22, 4/29/22, 5/9/22, 5/18/22	Stakeholder Meeting: Aimee Sipere (Parent Education Center)	Seek advice on community outreach, partner organizations, and supports available within the Olean area	phone, email	Parent education support planning, set up, recommendations for further affiliations and introduction of plan components that would be successful	letter of support received, and a plan is in place to contact and develop relationships with the list of organizations given.	2: Aimee Sipere, Shannon McIntyre
4/22/2022	Government Stakeholder Request: Tom Reed (Senator)	Request for review of program and for a letter of support for the school	email	After reviewing school components, Senator Tom Reed stated he would fully support the school, especially in the Olean area	letter of support received	2: Shannon McIntyre, Evelyn Cruz

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4/23/2022	Community Stakeholders	Outreach: Door knocking, Park	community	Individuals expressed excitement about the prospect of a charter school, two individuals were hesitant, one was against due to personal reasons and beliefs, those who did not sign were eager to take the flyer information.	20 signatures, passed out 150 flyers with website/email	2: Shannon McIntyre, Evelyn Cruz
4/30/2022	Community Stakeholder Conversation: Union Tea Manager	follow up conversation about potential of using Union Tea for community forums.	301 N Union St, Olean, NY 14760	Still hesitant to affiliate or show support	Would not express needs directly so we were unable to assess what the next steps would be.	3: Shannon McIntyre, Evelyn Cruz, Store Manager
5/1/22, 5/11/22, 5/26/22	Parent Communication	Answering questions with demonstration of support	email, phone	Parent (2 kids) and is adamant about maintaining 4th grade stay with elementary school.	We have the plan to make our middle years/intermediate program 5-8 currently	2: Emilee Close
5/2/2022	Parent Communication	Answering questions with demonstration of support	Phone	Parent (2 kids) and special education teacher and eager to support the school based on curriculum, value-based environment and outreach.	will likely attend on 5/21 and will promote the school within social circles	2:Shauna Keesler
5/2/22, 5/18/22, 5/23/22	Stakeholder Meeting: Canticle Farm	General request for support through Grade 8 internship and High school internships	Phone	Desire for affiliation that would be beneficial to the farm, but also to students seeking STEM track/CTE Agriculture. Request to help develop the program in more depth	affiliation letter received, planning is ongoing via phone	2: Joe Franzen, Mark Printz
5/9	Community Stakeholder Meeting: CTE Coordinator NYS (Cuba High School)	Questions about requirements for CTE pathway, questions regarding outreach	in-person	Information and deadlines addressed, along with minimum requirements and necessary affiliation with a college or university	Focus placed on agriculture and preparation beginning for October deadline for CTE Pathway approval. Outreach to JCC, ECC and St Bonaventure to start	2 Joe Franzen, Laura Saucedo
5/9/22, 5/24/22	Stakeholder Meeting: Brittany (Neighborhood School of Dance)	Possible affiliation for internship, student visit, dance class for selected students	phone, email	Proposal to come by 6/9 and will include options including grade-level classes, blended classes, hip hop, and classes that may coordinate with theater	Affiliation letters received, proposal to come by 6/9	2 Shannon McIntyre Britany (owner)
5/9/2022	Community Stakeholder: Curriculum Meeting: HS Counseling Specialist	Questioned about possible positions at school, program development, and verification regarding value-based education	Cuba High School		To be determined if and when the school finishes approval, demonstrated support for the organization	2 Joe Franzen, Mike Ackerman
5/10/2022	Community Stakeholder Meeting Initial Contact with Buffalo State College Speech and Hearing Clinic	Research and seeking information regarding special education program, development of the program to ensure speech and hearing support for students	Speech Clinic Caudell Hall 149 1300 Elmwood Ave Buffalo, NY	Recommended connection with Fredona to support development and offered services should there be a Speech Pathologist on site.	Reconnect prior to sending full application	2 Shannon McIntyre, Dr. Susan Felsenfeld

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5/10/2022	Stakeholder Meeting: Alice Miller Nation (Warming House)	Possible affiliation for internship, student visit, volunteering program, general conversation about the school and plans	phone	Connection with St. Bonaventure Programming Director (Tom Buttafaro)	Email Tom Buttafaro	2 Shannon McIntyre, Alice Miller Nation
5/10/2022	Stakeholder Meeting: Alice Miller Nation, Tom Buttafaro (Warming House/St. Bonaventure)	Possible affiliation for internship, student visit, volunteering program, general conversation about the school and plans	email	Proposal emailed, due to graduations and summer responses will be slow	Meeting scheduled for 5/25	3 Shannon McIntyre, Alice MIller Nation, Tom Buttafaro
5/11/22, 5/17/22, 5/22/22, 5/23/22	Community Stakeholder Meeting: Kyle (Ask Design Jewelers)	Possible affiliation for internship, student visit, volunteering program, support with community outreach	phone, Ask Design Jewelers: 175 N Union St, Olean, NY 14760	Offered to support by signing an affiliation letter for the art of "jewelry making"	Contact for further curriculum support in July, touch-base for support in the beginning of June	3 Shannon McIntyre, Evelyn Cruz, Kyle Mehnert
5/11/2022	Community Stakeholder meeting: Fredonia (SPED Support, Julie Williams)	Seeking information regarding SPED Program Development including training for teachers	email	Graduation postponed further development	Will follow up 6/10	2 Shannon McIntyre, Julie Williams
5/11/2022	Parent Communication	Answering questions with demonstration of support	phone	Parent's name and number not left, but assured an online signature. Parent was curious about programs for arts, expressed frustration with politics in public schools	I explained we are hoping to affiliate with the Tri-City Arts Council for our arts program, as well as have students self-select 30 minutes during the day of either art or theater.	2 Shannon McIntyre, parent
5/11/22, 5/18/22 6/2/22	Stakeholder Meeting: Christna Lopez (Boundless Connection)	Initial stakeholder meeting, proposal for affiliation, Proposal presented for K-12 tech program including coursework,	phone, zoom	Recommendations for affiliation offered (CEO Alliance)	letter of affiliation received, proposition for technology course received, In agreement, email requested with form letters, verbal agreement to move forward should the school open and offered support with outreach using her network in Olean	2 Shannon McIntyre, Christina Lopez
5/11/22, 5/20/22	Government Stakeholder Meeting: Mayor	presentation of the school background and request for support	Olean Municipal Building, 101 E State St, Olean, NY 14760	The mayor is concerned about public perception of how the opening of this school will affect the private school in the community	Verbally agrees with the mission and vision, and would like to discuss formal support in the future. Will cycle back in June	2 Shannon McIntyre, Mayor Aiello

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5/12/22, 5/24/22, 5/27/22	Stakeholder Meeting: TriCity Arts Council	Initial contact for art integration (community oriented) into the curriculum, internship, support in coursework development, pending affiliation they would like to use Olean Academy in a Grant proposal for the state. Would like to subcontract additional art similarly to Boundless Connections, or arrange specific meeting days for students to come to the facility for special courses (could possibly coordinate with JCC)	email, phone	Program head explained there is a grant requiring firm school affiliation they are applying for and would like to partner with us. Current CEO is against charter schools, but very open to community support	Awaiting reply from email 6/27	3 Shannon McIntyre, Sherri Geary, Paula Bernstein
5/13/2022	Community Stakeholder Meeting:Professor Chris Ryan (St. Bonaventure)	Initial stakeholder conversation for Bonaventure connection involving CTE Agriculture Pathway	phone	Chris Ryan is eager to support Olean community	Forward information to Public Contact: Shannon	2 Dave McIntyre, Chris Ryan
5/14/22, 5/27/22	Community Stakeholder Meeting Todd Palmer (St. Bonaventure	Stakeholder Connection from Chris Ryan regarding curriculum development and CTE Pathway	email, phone	Meeting scheduled 5/27, Todd overlooked the date and time, emails exchanged with positive feedback, graduation postponed process	Will follow up in June	3 Shannon McIntyre, Joe Franzen, Todd Palmer
5/15/2022	Parent Communication	Asking questions regarding charter schools in general and impact on the community at large	phone	Grandparent (2 kids) Chaz Goehrig	Eager to support, will fill out online form	2 Shannon McIntyre, Charles Goehrig
5/15/2022	Parent Communication	Asking questions regarding charter schools in general and interested in applying for a board position	phone	Parent (3 kids) Casey Boehmer	will fill out online form	2 Shannon McIntyre, Casey Boehman
5/15/2022	Parent Communication	Parent asking about the school's Special Education program and questioning grade level range	phone	Parent (3 kids), informed that Special Education will be offered and the program is in development. Requested attendance at community forum to help support the development	Parent demonstrated support on the phone and highlighted need and said would sign form online but not be able to attend the meeting due to time constraints	2 Shannon McIntyre, parent
5/16/22, 5/20/22, 6/2/22	Stakeholder Meeting (African American Cultural Society)	Requesting support for accurate historical curriculum development and possible program development and ensuring that African American History is represented including the Underground Railroad stop that existed in the area	Olean Public Library and 214 N Barry St, Olean, NY 14760	Solidify plans for quarterly visit and teacher directed walking tours for historical sites in Olean yearly. Board asked questions regarding funding for the community	Board is in full support, Della Moore is eager to ensure that the curriculum is properly developed, email sent to Joe regarding curriculum development, Letter of affiliation received, follow up to occur over the summer as curriculum and program development moves forward	6 Shannon McIntyre, Della Moore, 5 board members

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5/17/2022	Community Stakeholder Meeting: Curriculum Meeting: Special Education Specialist	Inquiring about program development, state regulations, and suggested community outreach that has worked in Cuba	Cuba High School	Advised to start Facebook page and send monthly emails once school has opened, also advised to have parent meetings available, though attendance in Cuba is weak	Information put into the overall plan for retention	2 Joe Franzen, Leah Costello
5/17/2022	Curriculum Review: Sociology Coursework	Request for review of Sociology coursework and community class for high school students to demonstrate the course is comprehensive and could be linked to a local college or university	phone, email	Full support received about the style and type of course developed, available for advisement, consultation, and possibly teaching in the future	letter of support received	2 Shannon McIntyre, Dr. Alicia McAuliffe
5/18/2022	Olean CEO Business Alliance Meeting	Delivery of program and information, questions answered regarding financials. Stress was placed on the community aspect of the school to ensure the CEO Business Alliance fully understands the importance of community involvement and the goal to ensure that this school is successful for all stakeholders (children, parents, families, and including the organizations that support.)	zoom	15 CEOs from the local community	2 letters of support received and requests for affiliation started (Cutco, YMCA Olean Business Alliance letters and JCC conversation started)	16 Shannon McIntyre, 15 local CEOs
5/18/22, 6/1/22	Stakeholder meeting: Barb Sweitze/Jeff Townsend (YMCA)	Explanation of school, program, discussion about possible location as they have land designated for a school age building in the future.	phone, zoom	There is a previously set partnership with Siemens regarding a small piece of land that is used for the daycare that may open the door for further discussions regarding the renting/sale of land if necessary	Letter of support received from previous and current CEO of YMCA, further talks regarding school-age building will resume in July and request community support/signature support/ability to present to the community at that time.	3 Shannon McIntyre, Barb Sweitzer, Jeff Townsend
5/19/22, 5/14/22, 5/16/22, 5/21/22, 5/23/22	Parent Communication:	Parent inquired about the program, the plans for the school, the curriculum and current involvement from local stakeholders. Additionally, parent requested how to apply to be on the board	phone	Asked to join board after the current school year is over	Committed to being a "friend of" and supporting within the community and joining over the summer	2 Shannon McIntyre Casey Boehmer
5/20/2022	Stakeholder Meeting: Laura Green (La Dolce Vita Bakery)	Possible affiliation for internship, student visit, general conversation	La Dolche Vita: 113 N Union St, Olean, NY 14760	Fully agreement and will continue to solicit for support in the community as Laura is a previous Headstart coordinator and special education teacher and believes in options for education and learning	Request for materials to be sent for letter of support/affiliation, publically supportive and eager to allow students to observe	2 Shannon McIntyre, Laura Green

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5/20/22, 5/23/22, 5/25/22	STakeholder Meeting: JCC	Possible affiliation for internship, student visits, CTE Pathway affiliation and support with community outreach	Jamestown Community College 260 N Union St, Olean, NY 14760	Daniel Demarte (President) advised to continue conversations over the summer regarding CTE pathway, but will send a letter of support for the LOI and is eager to see the program development	Letter of support received	2 Shannon McIntyre, Daniel DeMarte
5/21/2022	Public Forum Meeting	Public Forum Meeting: Powerpoint presentation, answer questions	Olean Public Library: 134 N 2nd St, Olean, NY 14760	2 parents	20 online signatures received after the meeting, 21 Cuba High School signatures received (through an attendee), 2 attendees filled in the online form to demonstrate attendance (Anne Anderson, Casey Boehman) Anne Anderson contributed a letter of support as a previous HS Principal from the area.	4 Shannon McIntyre, Evelyn Cruz, 2 parents
5/24/22, 5/27/22, 6/2/2	Stakeholder Meeting: Joe (Seneca Nation Museum)	Explanation regarding our goal to develop a historically accurate curriculum that involves Olean-specific information including Seneca Nation history, reference made to African American Cultural Center	phone and La Dolche Vita: 134 N 2nd St, Olean, NY 14760	Meeting ensured full support regarding program development that will include student visitation to the museum, guest speakers, and further curriculum connection to occur in coming meetings over the summer	General meeting, information sent about affiliation and agreement pending board approval.	2 Shannon, Joe (head of Seneca Nation Museum)
5/25/22, 5/26, 5/27, 6/2	Stakeholder Meeting: Steve Teachman: (Olean Historical Society)	Explanation regarding our goal to develop a historically accurate curriculum that involves Olean-specific information including Seneca Nation history, reference made to African American Cultural Center	302 Laurens St, Olean, NY 14760/ 2nd Street Olean, NY 146760	Meetings to continue over the summer regarding weavign in Olean History into the daily curriculum (theater, trains, oil fields, presidential affiliations, volunteer fire department specifically) Students will attend the museum and receive conversation and "period dress presentation" from Steve- the Olean Historian	Information sent and verbal affiliation agreed to pending board approval. Steve will speak with Joe regarding curriculum development and execution. Meetings to continue throughout June and July for specifics. Shannon will attend the board meeting the last Thursday of June.	2 Shannon, Steve
5/25/2022	Parent Communication	9 parents with children ranging in age K-8 requested information through Kyle Meynard (Ask Design Jewelers)	email	2 follow up emails with further questions regarding curriculum and "next steps" for the charter school	Will continue to include in general school emails	9 Shannon McIntyre and 9 parents
5/25/2022	Stakeholder Meeting (Siemens Engineers/Parents)	Presentation to the company parents and engineers regarding the program, plans, website, and asking questions	Teams, in person at Siemens: 500 Paul Clark Dr, Olean, NY 14760	45 attendees to solicit for suggestions and community support for STEM mission, follow up	Attendee suggestion offered for building location at Siemens as the building is closing, 38 signatures received, 5 emails received, offered community support	45 Shannon McIntyre, 45 Siemens Engineers/ parents
5/25/22, 5/26/22	Community Stakeholder Meeting (St. Bonaventure University)	Request for Bonna Buddies Mentoring, discount for teachers earning master's, certification, Warming House Volunteering	zoom	Verbal agreement that the information will be taken to the next board meeting and will refert afterwards	Await Tom's response as he moves the ideas presented to the board. Will follow up in June	2 Shannon McIntyre, Tom Buttafaro

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5/25/22, 5/27/22	Parent Communication/Stakeholder Meeting: Lisa Reynolds	Request for further information regarding program, eagerly offered family connections to Dairy Farming, 4-H, Horse riding, maple tapping, Cornell Cooperative Extension	phone		Joe and Lisa will continue pursuit of dairy and horse options and begin talks with cooperative extension	3 Shannon McIntyre, Joe Franzen, Lisa Reynolds
5/26/2022	Question and Answer: Responsive Classroom Training	As a demonstration for the adoption of The Responsive Classroom Principles the students (school-wide) will participate in morning meetings that are conducted within their classrooms. At the end of the day there will be a "school-wide" end-of-day based on the responsive classroom "Closing Circle" (https://www.responsiveclas sroom.org/closing-circle/)	zoom		All board members attended We agreed to incorporate components of High Five and Responsive Classroom but would like the flexibility of using components of the program and not the full programs	10: Full Board, 10+ participants
5/27/2022	Community Stakeholder Meeting: Cutco, Olean Business Committee	Review of project plan, possible affiliation with Cutco explored, discussions of impact on the community	301 N. Union St. in Olean	Questions were asked regarding the impact the school will have on the existing private school. The private school is both Catholic and Tuition based, we stand by the understanding that parents who want private education will still choose that school. We are merely offering a choice to the public focusing on our mission and vision specifically, not purposefully "stealing" students.	We plan to include quotes about the positives board members see in the community per the recommendation. Support offered and Cutco will speak positively in public about the opportunity of this school positively impacting the local community.	2 Jim Stitt Sr, Bob Foreness
5/28	Community Stakeholder: Olean Theater Group	Initial request for program conversation	email	Will follow up the first week of June		2 Shannon McIntyre
5/31	Community Stakeholder Meeting: St Mary's School of the Deaf	Initial request for program conversation, request for Penpal program and sensitivity conversations regarding individuals with visible disabilities	phone	Principal of middle school to help arrange Penpal program with middle school. Affiliation verbally agreed	email sent for letter to be written. Will follow up in June as the school year is ending and it is necessary for her to complete the year before sending the affiliation letter	2 Shannon, Aimee Bell
7/1/2022, 7/22/22	Community Forum: Canticle Farms Market	Community presence, Olean Academy Pencils sold with proceeds to the United Way, answer questions, community outreach	3809 Old State Rd, Allegany, NY 14706	**Previously set Event: See following portion**		public farmers market
6/18/2022, 6/25/2022	Community Forum: Olean Farmers Market	Community presence, Olean Academy Pencils sold with proceeds to the United Way, answer questions, community outreach	REAP Olean Farmers Market: South Street Olean, NY 14760	**Previously set Event: See following portion**		public farmers market

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8/13/22, 10/7/22	Community Forum: Stroll Olean	Community presence, Olean Academy Pencils sold with proceeds to the United Way, answer questions, community outreach	Union Street Olean, NY 14760	**Previously set Event: See following portion**		public community event
	Signature Count/LOI Sent		93 signatures from email/sign ups	14 letters of support/affiliation		
Date(s) of Outreach (mm/dd/year)	**Target Stakeholder Group**	**Description of the Outreach**	**Location of Outreach**	**Input Obtained**	**Action Taken on Input**	**Number of Attendees**
6/2	Olean Historical Society	Board Meeting	Olean Historical Building	Curriculum development	Affiliation letter received	2
6/2	African American Historical Society	Board Meeting	Board Meeting at Residence	Curriculum development	Affiliation letter received	9
6/3	Stakeholder Meeting: Joe Stahlman, Seneca-Iroquois Museum	Meeting regarding affiliation, curriculum support and moving towards incorporating Native American History	La Dolche Vita	Curriculum development	Support given verbally, promise of course development and full affiliation upon school approval. Course will include internship for students regarding anthropoly and history	2
6/3/2022, 7/3/22	Stakeholder Meeting: Boundless Connections	Discussion regardin possible building location, possible meeting with Vince Volpe regarding the assembly of stakeholders to support in acquiring a building in the future	zoom	General inquiry Conversation	Email suggested to the Volpe Foundation	2
6/7	Stakeholder Contact: Della Moore	Curriculum Development and planning meeting	email	Support regarding meetings and curriculum development	Quarterly presentations incorporated	2
6/7	Stakeholder Contact: John Policastro	Curriculum Developement and planning	text	Information exchanged and letter to be obtained for affiliation regarding field trips	awaiting letter of affiliation	2
6/8	Parent Communication	Parent inquiring about special education services for her 3 students	email		Information was delivered regarding the legalities concerning special education and our planned policies and plans.	2
6/8	Parent Communication/ Stakeholder Meeting	STEM Coordinator from Salamanca Public Schools inquiring about collaboration and interested in pursing collaborative endeavors in the future	email		Aaron attendend the following community forum to demonstrate presence and support for his daughter, an Olean resident.	2

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6/9/22	Open Forum	General Open forum with presentation of purpose and expectations for community, 93 emails sent with no response	Olean Public Libray	0 in attenance	Evaluation of emails sent	2
6/13	Stakeholder Meeting: Fredonia Department of Special Education	Meeting to inquire regarding SWD and possiblit of student teachers, affiliation, and further development of programs	email/zoom	Fredonia does place student teachers in Olean, but will require evaluationa fter the school is opened	Willing to affiliate for student teaching after the school has been opened and approved, encouraged Olean Academy to seek affiliation with schools closer, but willing to be a resource anytime	3
6/14/22	Stakeholder Inquiry: Cattaragus County Department of Health	Inquiry regarding possilbity of parent classes and joint community outreach	Phone call	Spoke with Alicia Broabent; Director of Planning and Development. She refered me to Donna Kahm, CEO of STHCS. Left a message in her voice mail.	Ms. Donna Kahn did not respond to my email. We decided to reach out to Catt. County Health Department.	2
6/14	Financial/Business: Assembling Grants	Seekign support regarding grant writing currently or in the future, inquired on Fiverr	email	Hired 2 researchers to assemble a list of basic grants that can be applied to immediately after scool is approved and/or through another 501c3	25 potential grants assembled	2
6/14	Stakeholder Meeting: Volpe Foundation	Stakeholder meeting, request for support	Zoom	Stakeolder conversation with the Volpe Foundation about progress, affiliations and how the Volpe Affiliation might help	Philippe agreed to support with completing the the budget and finances with Dave M.	2
6/15/22	Stakeholder Inquiry: Cattaragus Youth Bureau	Seeking to affiliation to support students after school, parent courses, and community education	Phone call	Catt. Youth Bureau . Spoke with Mrs. Mackay and sent her our letter of afffiliation.	Tentative meeting on July 12, meeting was canceled and the decision was made to pursue the YMCA firmly	2
6/15	Stakeholder Contact: Sprague's Maple Farm	Curriculum Support Inquiry, Finalization	Phone call	Further explanation of curriculum and dates established for future field trips, conversations	Affiliation letter obtained	2
6/15	Stakeholder Contact: Olean Waste Water Treatment Plant	Curriculum Support Inquiry, Finalization	Phone Call	Further explanation of curriculum and dates established for future field trips, conversations	Affiliation letter to be obtained	2
6/15	Stakeholder Contact: Pfeiffer Nature Center	Curriculum Support Inquiry, Finalization	email	Further explanation of curriculum and dates established for future field trips, conversations	Affiliation letter to be obtained	2
6/15	Stakeholder Contact: Water Treatment Plan	Curriculum Support Inquiry, Finalization	Phone Call	Further explanation of curriculum and dates established for future field trips, conversations	Affiliation letter to be obtained after agreement from Mayor and Common Council	2
6/15	Stakeholder Contact: Olean Arborist	Curriculum Support Inquiry, Finalization	Phone Call	Further explanation of curriculum and dates established for future field trips, conversations	Affiliation letter to be obtained	2

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6/18/2022	Community Outreach	Local Networking opportunity that mataches the school's mission and vision	REAP Olean Farmers Market: South Street Olean, NY 14760	Community presence, Olean Academy Pencils sold with proceeds to the United Way, answer questions, community outreach	Solely community conversation, parents did not sign petition but requested information	2
6/14/22 - 6/17/22	Stakeholder: Community Action Cattaraugus County Youth Bureau Southern Tier Health Care Child Advocacy Center, Association Compeer	Initate contact/Introduction with:	Phone Calls	Establish initiat contat with agencies	Email sent with afflication forms	4
6/15/22	NYS Teacher Retirement	Inquiry regarding cost and benefits	email		Files obtained for future	2
6/15/22	Parent Communication/Stakeholder Meeting: Compeer	Lynn Buehler called to find get information for her family and to pursue an affiliation.	Phone call		Emailed information, awaiting reponse as Lynn is in florida	3
6/18/22	Community Outreach/Councilman John Crawford	Initiate contact/Establish connection	Union Tea	John expressed interested in OACS and commited his children and was eager to support community outreach	Further discussion necessary with desire to support and affiliate in the future. Common Council meeting at the end of August might be best due to upcoming events and reviews that are necessary	3
6/19/22	Parente Communication	Formal introduction as Community and Parent Engagement Coordinator as a point of contact for potential paretns and delivery of upcoming events	Email x 50		No responses	51
6/20/22, 6/21/22	Stakeholder Inquiry: Tricity Arts Council Inquirty	Contact with Email names received from Beat City Music. Request for contacts who might be able to receive information about the charter school to support an affiliation	Email		Email sent to recommended individuals without response.	2
6/20/22	Open Forum	Opportunity for parents to ask Questions, flyer sent to council calendar, flyer sent to 90 contact emails, flyer posted on facebook	Olean Public Library		No attendance, reevaluation social media and facebook notifications	2
6/21/22	Parent Communication	90 Texts sent introducing Evenlyn to parents, supplying them with our website, email address, and my phone number to facilitate comunication.	Texts		Parent given our social-media information.	91

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6/22, 6/23, 6/25, 6/29, 6/30, 7/1, 7/3	CTE Approval	Clarification of CTE requirements and confirmation of the developed coursework and program	email, phone	Send in application tje October 1 year before the program must take effect	Kelli was impressed with the program we developed and the affiliation wit Canticle Farms, as well as well as te conversations with local farmers, affiliation letter received along with full support for the CTE Program	3
6/23/22, 7/6/2022	Stakeholder Meeting: Community Bank	Inquiry regarding personal finance at parent request for finaicial literacy course	Community Bank Union Street Olean, NY, email		They plan to offer support with individualized lessons and will reach out should the school be approved	2
6/23/22, 6/27/22	Parent Communication	General communition and touching base to inquire if there are questions	Texts x 27	Four parent responses, eager to attend the upcoming events		5
6/25, 7/5	Stakeholder Meeting: Cattaragus County Department of Aging	Catt. County Department of Aging request to affiliate to support volunteering within the schools	Email	No response	Decision to pursue Eden Heights Senior Facility	3
6/25/22	Community Outreach	General public outreach table for parents to ask questions and show support	Reap: Olean's Farmers Market	15 individuals stopped at the table. 5 parent signatures. 1 Parent homeschools her son and believes that Olean Academy will be a good fit for him. She is willing to volunteer and help with Community Outreach. Took parents information to give her a follow up call.	Added information to contact list, decision made to begin publishing flyers on other facebook pages	2
6/28/2022	Parent Communication		Phone Call	Parent offerin for Volunteer Oportunities	Request to reach out for comunity support to help increase in-person attendance	2
6/28/22	Commuinty Support: Previous local government employee	Offer to support via volunteering to develop 501c3 and necessary state paperwork	email		Will seek support should we be approved based on her past experience	2
6/28/22	Stakeholder Meeting: The Food Literac Project	Possible partnership for middle school and high school students to travel to Kentucky on a supervised farm internship over summers.	Phone Call	Recommended specific literature to ensure we are using helpful manuals for parent and student communication when the school year begins. Will touc base after the school opens to explore trip options, maybe for Grade 8 students	Collaboration will continue if the school opens	2
6/28/22 7/3/22, 7/19/22	Stakeholder Meeting: Pfeiffer Nature Preserve	Following up regarding formal affiliation as Mary is absent	Email		Affiliation and support given verbally without letter	2

Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
6/28/22	Open Forum	93 emails received the flyer, posted on Facebook and the council website, Posted on 1 additional facebook page, no attendees	Olean Public Library	no attendees	Reevaluation of outreach led to phone call with Boundless Connections and questioning dynamic of the area	2
6/28/22, 6/29/22, 6/30/22, 7/5/22	Community Outreach/Policy Development	Sierra (personal friend) put Shannon in contact with Faith and Jack regarding LGBTQ+ policies and title ix.	Email	email received with necessary information	Policy adjusted accordingly	4
6/29/22	Parent Conversation	A man named Tony was at Lincoln Park with his daughter and his granddaughter. I stopped to invite them to our movie night that was happening that evening.	Lincoln Park	I told them about Olean Academy and they express interest in the school. Mr. Tony is an electrician and believes that STEM is "the way to go". His daughter lives in Canada but is considering moving to Olean, NY.	I gave the young lady my personal phone number in the eventuality she moves to Olean NY. she would be able to contact me.	2
6/29/22, 6/30, 7/1	Building Inquiry/Conversation: Mall redevelopment Project	Potential building location within the mall that has recently been purchased by an outside resource	email/phone	Location and building would not match the timeline we are searching for, but the possibility remains as other options include temporary solutions		3
6/29/22	Stakeholder Meeting: OATS Bus system	Inquiry requiring public transportation system and how we might be able to support students outside the 15 mile requirement with attending olean academy	email, phone		The OATS Bus system agreed to place pop-up stops and support with adjusting their map when possilbe, includin supporting with students as far as Portville. We agreed to have a bus monitor shoudl students be under 16 years of age.	3
6/29/22, 7/20/22	Stakeholder Meeting: St. Bonaventure Warming House	finalize necessary components to receive affiliation letter and volunteer opportunity needed	email		affiliation letter received	3
6/30/22	Stakeholder Meeting	Formalize affiliation Cookie and a Movie Outreach Date and Time and request support with outreach	La Dolce Vita		Ms. Green wanted to know what items were to be sold at the activity. As an affiliate she has been supported in many ways. Ms. Greens volunteered to post our flyers at her cafe, she has posted on her personal Facebook page about OACS, and she as a respected member of Olean's community is associating her name with our school.	3
7/1/2022, 7/22/22	Canticle Farms Market	Community presence, Olean Academy Pencils sold with proceeds to the United Way, answer questions, community outreach	3809 Old State Rd, Allegany, NY 14706	Positive reactions from approx 10 parents	Solely community conversation, parents did not sign petition but requested information	numerous

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7/1/22	Community Stakeholder Meeting	Request for meeting with Superintendent	Phone call	New superintendent was recently hired and not meeting with community members.	Advised to call mid July.	2
7/1/22	Student Inquiry	Suggestions for the school: Healthier FOod, Anti-Bullying, Logical Grading System, Health Education, Bathroom support for girls	Email		All aspects have been addressed and noted should the school be opened	4
7/1/22, 7/7/22	Community Stakeholder Meeting	Olean Academy arranged this zoom to touch base with Boundless Connections and review the curriculum changes and additions.	Zoom		Changes made, inquiry regarding community dynamic answered	2
7/2/22, 7/3/22, 7/17/22	Stakeholders Meeting/ Insurance	Insurance contract, estimate including budget conversation	Stalka Insurance, Amherst, NY		Received quote and added information to the budget	4
7/2/22, 7/5/22	501c3 Establishment	Inquiry to establishing a 501c3	Email		Resources were given to form a 501c3 in the future	2
7/2/22	Employmeny Inquiry	Rich has interest in the school, and has taught at a STEM school before, and submitted a resume to be considered as a teacher.	Email		Rich agreed to promote the school due to his STEM connections	2
7/4/22	Community Outreach: 4th of July Table	Set up an informational table with sign up sheet, informative sheet of what's a charter school, and answerred questions from the community members. 160 emails received the invite, Posted on Facebook, and on Council Website and 2 Facebook pages	War Veterans Park	One parent signature, many walked by smiling!	Determination was made that parents still do not understand what a charter school is. Clarification post made and "School Description" on Facebook changed	3
7/5/22, 7/10/22, 7/15/22	Stakeholder Meeting: CTE Pathway	Dr. Eastman is interested in becoming a board member and is also willing to help develop the necessary coursework	Phone, email, in person		Information for course development exchanged	2
7/5/22	Community Outreach: JFS Refugee Organization, Buffalo, NY	Inquiry regarding potential for refugee placement and therefore increase in ESL numbers	PHone call	Placement in Olean is not an option currently, or in the future		3
7/5/22	Stakeholder/Parent Meeting	Discussed current public school pay and plans for her children in the following year, as well as the possiblity of her teaching at OACS	Phone	Payscale is in alignment, as well as benefits. Hours are slightly longer, more flexibilty with curriculum	Other decisions would be made in the future	2

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7/5/22, 7/7/22	Stakeholder/Parent Meeting/Lisa Reynolds	Further Communication: Inquiry regarding potential employment, coordination with additional stakeholders and suggestion for affiliation with 4H, previous homeschool parent with insight into the community	La Dolce Vita	Lisa offere to support with finding other affiliations and soliciting for parents, as well. Lisa explained the increase in population and decrease in attendance at the public schools as an increase in homeschool families due to their frustration with the public school system.	Affiliation with 4h formed per request,	2
7/6, 7/23, 7/25	Stakeholder Meeting and Communication	Request to be added to group listserve as "Ag Program". This would allow Olean Academy to access resources, curriculum support, and possible employees who are trained in Ag (for our Director of Programs)	Agriculture Education Outreach organization through Cornell University		OACS added to Ag Program Forum	2
7/7/22	Board of Regents Inquiry: Regent.Collins@nysed.gov	Email sent informion the Board of Regents of the possibilty of Olean Academy seeking approval and requesting contact to answer further questions	Email		No response	2
7/7/22, 7/10/22, 7/14/22, 7/22/22	Parent Communication	Parent messages from website with notes regarding how their child would be considered an "alternative learner" or one who learns differently	Email	Reponses sent and offer to have a phone call	Two return calls with further questions	5
7/8/22	Grant Writer Contracted: joe@globalproposalcorp.com>	Grant writer sought and identified online	Email	Plan to receive further information shoudl the school be approved	Verbal Contract	2
7/8/22	Parent Communication	Invitations to Open Forums	Emails x 80	No responses		81
7/9/22	Community Outreach: Olean Public Library	Email Lanna Waterman Olean Academy's activity calender.	email		Information Posted	2
7/9, 7/12, 7/19, 7/22, 8/1	Stakeholder Meeting and Communication	Questions regarding community need, suppor from St. Bonaventure and review of progress	email	Dr. Andrews continues to support OACS and sees the benefit for the community and offered information regarding future ESL program, confirming Professional Development if necessary	Agreed to proofread the application for content	2
7/11/22	Stakeholder Meeting: SPCA	Contacted via telephone based on parent request	Email/Phone	Agreement for SWD subprogram	information emailed for future affiliation finalizing	2
7/11/22, 8/15, 8/20	Stakeholder Support: Community Outreach: John Crawford	Review and discuss moving forward regarding STEM aspect and possible integration of Pitt-Bradford, community outreach and explanation of general feel for community support	Union tea, email, text	Encouraged affiliation with the University Pittsburgh-Bradford Campus	City council meeting scheduled for 8/23	2

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7/11/22, 7/21/22, 7/22/22	Stakeholders Meeting/ St. Bonaventure University	To obtain a Memorandum of Understanding for Student Teachers and possible building rental	Email		The MOU was obtained, space was not available at this time due to construction, but not due to lack of interest	3
6/27/22, 7/11/22	Stakeholder Meeting: Cattaragus County Department of Health	Follow up communication regarding intial introduction, zoom meeting held	Meeting at the Catt. Health Department	Discuss our interest in having the Catt. Depart. of Health come to our school and present the programs to our students and parents. We stressed of the importance of providing the parents the same information their children will be receiving.	Alyssa and Traci demonstrated interest; they will speak to their supervisor, Shannon sent an email with a summary of our meeting with intention of selecting programs for the first year.	4
7/12/22	Open Forum	Meeting for parents to ask question and inquire regarding OACS	Olean Public Libray	3 Parents attended and signed their children	One Hispanic family, children not ELL but do speak Spanish	2
7/12/22, 7/14/22, 7/19/22, 7/27/22	Stakeholder Meeting: University PIttsburgh: Bradford	CTE Program Inquiry regarding developed course and possibility of approval to lead into Environmental Studies within The Universitsy Pittsburgh at Bradford	Email, Zoom	Communication furthered with Fitz, David Edgar Fitz, Chrstina Marrone, Alex Nazemetz, Richard Esch, Kevin Ewert, likelyhood of affiliation and full support	Final communication to occur after review of developed course	2
7/13/22, 7/14/22	Parent Communication	Inquiry about literacy program outreach.	Email		Response given and encouragement to attend next open forum	2
7/13/22	Parent Communication	Parent called regarding OACS	Phone Call		Parent eager to support the school, but does not have the time to volunteer	2
7/14/22	Stakeholder Meeting	Professor at St. Bonaventure, following up from May conversation with Shannon	Phon		Affiliation pursued through Education Dept. and will update accordingly	2
7/14/22	Community Outreach: Olean Public Library, La Dolce Vita, Beat City Music	Posting of flyers for public outreach	Olean Public Library, La Dolce Vita, Beat City Music		Posted Geocaching/Family Activity flyer	1
7/14/22, 7/18/22, 7/25/22, 7/30/22	Community Outreach SPCA	Reaching out to set up a volunteer trip for students and affliate letter.	Email	Reaching out to set up a volunteer trip for students and affliate letter.	A letter of affiliation was recieved 7/30/22.	2
7/14/22	Policy Questions: GLYS: Growing LGBTQ+ Youth Support	Questions regarding FERPA and Title 9	Email	NYS has not changed the laws regarding FERPA but it may happen after next election, current policy is to allow students full control over their choices regardless of parent input	Adjusted School policy to include correct language to ensure FERPA policy and Title 9 are in effect, will adjust int he future should the law change	2

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7/15/22	Stakeholder Meeting: Mayor	Meeting to confirm support, email was sent and received regarding support of Dept. Water and Sewer, possible letter of affiliation to be received	Municiple Building	Meeting to confirm support, email was sent and received regarding support of Dept. Water and Sewer, possible letter of affiliation to be received	The mayor is in support personally, but a potential letter of affiliation decision to be made in the future	2
7/15/22	Parent Communication	Parent Support	Olean Public Libray	Parent Support	Cherish is a parent of a 5yr. old and a 1yr. old. She expressed interest in Olean Academy and the possobility of having her children attend our school	2
7/16/22, 7/28/22, 7/30/22, 8/22/22	Stakeholder Meeting/4H	Searching affiliation per conversaiton with Lisa Reynolds	Email, Text	Disclosed that Olean Public Schools was not eager to formalize an affiliation over the last 5 years. Very interested in partnering for student educational opportunities during the day and also as an after school program. Interested in parent education and parent-child activities, as well.	Letter of affiliation received and awaiting further progress if OACS opens	2
7/18/22, 7/23/22, 7/26/22	Community Outreach: YMCA Meeting	Inquiring about outreach and also potential building/joint venture	Email, in person at YMCA, Zoom	Providing a Flyer with information about the school, discuss building options and the possibility of building on YMCA property.	Ordinances will not allow enough space therefore they will continue to support Olean Academy, but a joint venture for a building is not possible at this time.	3
7/18/22	Stakeholders Meeting/Athletics	Requested application for sports teams to compete in Section VI.	Email		Email received for future	2
7/19/22	Stakeholder Meeting: Rhodes Forestry	Seeking formal affiliation, clarification regarding urban vs. not-urban and forestry vs. agriculture programs.	Email		Waiting on formal affiliation	2
7/20/22, 7/25/22, 7/27/22	Stakeholder Meeting: Starbridge	Intiating Communication regarding support for SWD and parent education per parent request	Email	Discussion regarding potential plans, forward to TIES program	Zoom meeting set up for 8/5/22 at 11:30	4
7/21/22	Community Outreach	Posting of flyers for public outreach	Olean Public Library, La Dolce Vita, Beat City Music	Movie Day Event	Flyers were recieved and hung up in the community.	2
7/22/22, 7/24/22	Stakeholer Meeting: Isaac Spaeth	Potential Music Program Support- to partner with Mary McIntyre regarding Art Curriculum Development	Phone, In person	Intereste in teaching music at OACS an scripting the curriculum. PhD Candidate	Agreed to develop curriculum and possibly lead coordination of Special's Classes if the school moves forward	2

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7/23	Community Outreach	Purchased a ticket for donation to the Canticle Farms: Farm to Table Event	Online		We received multiple thank you's! We thought it would be a kind gesture :)	OACS Board
7/23/22, 7/24/22, 7/25/22	Stakeholder Meeting	CTE Courework development and paperwork given to join board	La Dolce Vita		Dr. Eastman agreed to write a letter of support, received	2
7/23	Community Outreach: Geocaching	Geocaching Public Event	Lincoln Park	146 emails sent, council calendar past, 2 additional facebook pages, 6 people responded for attendance, 2707 people "reached" on facebook, flyers posted at 2 businesses	4 families attended, not those who responded for attendance	2
7/23/22, 7/25/22, 7/29/22,	Stakeholders Meeting/Canticle Farm	Determining specific programs for Canticle Farms and CTE Credit	Email	Activities for students volunteering at Canticle Farms and for high school students for CTE credit planned	A list of potential activities was obtained, CTE Credit requirements were exchanged and the plan for review of program (evaluation) was developed	3
7/25/2022, 8/15/22	Stakeholder Meeting: Regina A. Quick Arts Center	Arts Affiliation inquiry	St. Bonaventure Campus	Isaac met with Ludwig to discuss a connection with Olean Academy students and the Regina A. Quick Arts Center.	The arts center agreed to co-operate with the Olean Academy students through various art activities.	2
7/25	Stakeholder Meeting: St. Bonaventure University Library Affiliation	Bonaventure LIbrary affiliation for students to receive access to archives and university library	St. Bonaventure Campus	Isaac met with Ann to discuss collaboration between the students of Olean Academy and the St. Bonaventure University Library.	Recieved an affiliation letter.	2
7/25	Stakeholder Meeting: Dr. Andrews	Follow UP regarding affiliation and support	St. Bonaventure Campus	Dr. Andrews praised the integration and stated she was in awe of the afiliations that have been formed in a short period of time demonstrating Olean Academy's dedication.		2
7/25/22	Community Outreach: BOCES	Inquiry regarding ESL students for planning	Phone call	Requested number of ESL students who receive support through BOCES	No students receive support through BOCES currently, though there is an ESL program that pushes into the schools that BOCES runs for the 10 students listed as ENL/ESL	2
7/26/22	Open Forum: Special Education Focus	Meeting for parents to ask question and inquire regarding OACS	Olean Public Libray	177 emails sent, council calendar post, 2 additional facebook pages, boost on Facebook: 3 interested, 575 reach	4 famlies in attendance, 3 had previously filled in the online form	5
7/27/22-8/10	Griffis Sculpture Park Affiliation	affiliation discussed for arts program	Email	Isaac reached out to Griffis Sculpture Park to make connection with the park and the school for possible future trips to the park.	Recieved an affiliation letter.	2

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7/27/22, 7/29/22	Stakholders Meeting/ Ellicotville Greens	Saw article in paper and called to request more information regarding a possible affiliation	Email	CEO eager to affiliate and sees potential for integrating curriculum and outreach, as well as possible indoor container gardent donation	Zoom meeting set up for 8/5/22	5
7/28/22, 7/29/22, 7/30/22	Stakeholders Meeting/ Starbridge	Behavioral Health SUpport- furthering affiliation for SWD	Email	Kari provided resources for behavioral health support. A request for a letter of affilitation, and request to present at an open forum for the school. Kari asked about having a winter carnival with other agencies, and mutual promotion.	Outreach Dates finalized.. A possible meeting was set up for November, as well as a possible phone meeting on the August 5th weekend. Additional support offered including that through Intandem, a contracted SWD agency that may be able to support the school in the future	3
7/29/22, 8/1/22	Stakeholders Meeting/ Starbridge	Parent Education/TIES program inquiry	Email	Establishing TIES program through Starbridge	Zoom meeting set up for 8/1/22	4
7/29/22	Stakeholder Meeting	Buffalo landscaper, owner with agriculture affiliations in the city and interested in possibly exapanding	Dore Landscape	Questions regarding possible affiliation for students to work over summer, expanding business to southtowns and including opportunities for HS students at OACS	Should the school open exploration will occur	2
7/29/22	Community Outreach/Picnic and a Movie	Outdoor family event	Lincoln Park	Facebook post, council calendar, 190 emails sent, 51 people responded, 2570 reached	45 individuals in attendance, 8 famlies signed, other families had already sent in the online form	48
7/30/22, 8/1/22	Stakeholder Meeting: CTE Program	Inquiring and Set Up for Ag Program and CTE Support (start-up), requirements for teacher and when to begin hiring	Email	Inquiring and Set Up for Ag Program and CTE Support (start-up), requirements for teacher and when to begin hiring	Added to NYS Agriculture List Serv to receive support regarding Ag Program planning, collaborative planning and support for expanding the Ag Program and meeting CTE Requirements	3
7/31/22	Parent Communication	Parent Inquirty	Email	Information was requested on spainish curriculum.	The resources were sent to be overviewed.	2
7/29/22, 7/30/22, 8/1/22, 8/2/22	Stakeholders Meeting/Starbridge/ Aimee Kaple	SWD connections established	Email	Kari provided an introduction to Aimee Kaple as a behavior support connection, offered to further OACS to other government agencies	A zoom meeting was set up for 8/4/22 and affilation letters were obtained	3

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8/1/22	Stakeholder Meeting: Native American Museum	Further communicationwith Joe Stahlman	Email	Shannon provided resources for a flipped classroom, which was discussed on the phone for Native American Course	Letter of Affiliation to be sent prior to October: Final discussion regarding components of potential class: Curation, Collections Management, Leadership, Forestry, Management, Medicine, Media, Ethnographic (Shared Timeframe Landscape), Archology, Potential Senior Project in collaboration with UB, Buff State, UofP, Mercyhurst, Alfred, Chataqua	3
8/1/22 (3), 8/3/22, 8/6/22, 8/10/22 (3), 8/23/22	Parent Communicaiton	Parent inquiry and communication	Email	9 Parent Inquiries regarding children being "alternative" or "different thinkers" and requesting further information- more than the last set!	Emails sent with contact telephone number to call for further information, Four return calls with further questions and communication.	10
8/1/22	Parent Communication	Parent Communication	Email	Corrine inquired about the school, who is spearheading it, and how it could be free.	Corrine was provided information with a link to the website and a phone number to obtain more information.	2
7/25/22, 8/3/22	Stakeholder Meeting: Building Support Inquiry	Possible Building	Bordmanville, phone	The inquiry was made regarding cost and availability of Borrdmanvilel for rent or purchase. The possibility is present	Further conversation is necessary upon school approval	2
8/3/22, 8/12/22, 8/16/22, 8/18/22	Stakeholder Meeting: University PIttsburgh: Bradford	Finalizing CTE information, Review of Coursework/NYS Requirements	Email, Zoom	Inquiry regarding the approval of the predesigned course as the coursework necessary for CTE credit.	Affiliation Letter to be received next week	2
8/3/22	Stakeholders Meeting/ Eden Heights	Volunteer opportunity for students	Email		Affiliation Letter Received	2
8/4/22	Stakeholder Meeting: Aimee Kaple (SEL)	SEL Support and Training for teachers	Email/Phone	Agreement to support school regarding counseling for students and teachers. Beginning of the year training ill be included	restorationcc.com, $75/ hour with arrangment to be made upon approval.	2
8/5/22	Stakholders Meeting/ Ellicotville Greens	Affiliation discussed and verbally finalized	Zoom	Affiliation discussed and noted, agreeent for container garden verbally set, as well as educational integreation	Awaiting affiliation letter, agreement for container graden and indoor gardening course design. Agreed to make public announcement on behalf of the team once affiliation is secured. Must consult with partner who has verbally agreed.	2

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8/9/22, 8/10/22	Stakeholder Meeting/ Cattaragus County Department of Health	Coursework selection and finalized Parent and student education components	Email	Evelyn reached out to schedule necessary meeting to form affiliation regarding courses students and parents.	Letter of affiliation with the Department of Health was obtained, and a future meeting will take place to discuss dates and program.	4
8/8/22, 8/10/22	Curriculum Review and Support	ESL Inquiry to ensure meeting NYS requirements, name obtained from Isaac Spaeth	Phone/Email	Emily offered to review Attachment 13 as she is a previous BOCES employee and a connection through Isaac Spaeth	She believes the program addresses all major components of a necessary ELL program for the area, and believes the school's program is fully supportive of SWD and ELL students	2
8/11/22	Parent Communication	Paent inquiry	Beat City Music	Jennifer asked about Olean Academy. Isaac provided information regarding the schools curriculum.	Jennifer provided the age and grade of her child.	2
8/12/22	New York State Teacher Education	Confirming if CTLE requirements are necessary for part of NYS Teacher's union	Email/Phone	CTLE not required for charter schools educators or leaders, but encouraged. Will speak to superintendent about piggy-backing and will offer networked pd	After Supintendent's Meeting: Olean Public schools Superintendent does not agree to have joint education ventures at this time, therefore our education program will plan to be independent for 2023-2024	2
8/13/22	Community Outreach/StrOlean	Community outreach, table set up	North Union St.	Facebook post made encouraging famlies to "stop by", 190 emails sent, posted on two other Facebook sites, 189 individuals reached, 5 responded	No signatures, but individuals stopped by to encourage and state they hada filled the online form in support	2
8/8/22, 8/11/22, 8/17/22, 8/18/22	Stakeholder Meeting	Inquiry about possible Director of Finance	Email, Phone	Penny is a finance manager and paralegal who offered her services to support the opening of OACS.	Information was sent to Penny for her review. She was able to approve the budget and other components of the organization section due to er experience and legal background	2
8/12/22	Parent Communication	Parent communication and inquiry	Red Cross Church	Spoke to Rita about Olean Academy to inquire if she had and school age childre.	Rita's kids are grown ups but she said she likes the idea of a charter school here in Olean NY	2
8/13/22	Parent Communication	Parent communication and inquiry	Beat City Music	Courtney asked for information regarding Olean Academy, and about accomidations for her two children.	Courtney provided the ages and grades of her two children.	2
8/14/22, 8/16/22	Stakeholder Meeting: Registered Dietician	Met registered dietician at Starbucks and furthered communication	Starbucks, Email	She is a previous director at a WNY YMCA and is interested in reentering the workforce.	She asked OACS to keep her email for potential opportunities in the future and is interested in inperson contract employment or online education for students, teachers, or parents.	2

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8/16/22	Community Outreach	Meeting regarding the possible opening of Olean Public schools	Olean Public School's Superintendent's Office	There is no strong opposition to the opening of the charter school under the current plan, though there will be no support offered. Communication will remain open to ensure that the public school can effectively plan for budgeting, and so they will be aware of building rental or purchase prior to releasing the information to the public. The option for teacher training and dissemination of best practice was not an option. Dr. Morris was grateful for our openness, willingness to meet and approach	Will email information if OACS is approved for opening and once building is acquired to further communication	4
817/22	Parent Communication	Parent Communication	Text	Family texted inquiring about future community events	The family hopes to attend	2
8/18/22, 8/19/22, 8/22/22	Stakeholder Meeting: Catt. County Department of Health and Cornell Cooperative Extension	Cornell Cooperative Extension Nutrition Program	Email, zoom	Referall from Matthew Tysee regarding parent/student education opportunities	Zoom meeting to coordinate Master Gardener's program, as well as parent support for students SEL support	4
8/20/22	Community Outreach: Farmer's Market	Set up an informational table with sign up sheet, informative sheet of what's a charter school, and answerred questions from the community members.	Farmers Market		One signature received, Teacher at New Life Christian School stopped to asked questions and gained a better understanding of what a carter school is	2
8/20/22	Community Outreach: Yoga Event	Outdoor family friendl yoga event	Oak Hill Park, Olean NY	Facebook post, council calendar, 190 emails sent, 14 responded, 518 reached	1 family attended	2
8/22/22	Stakeholder Meeting: University Pittsburgh: Bradford	Finalize letter for affiliation and program outline	Email, Phone	Finalize letter for affiliation and program outline	Letter received	3

Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
8/22/22, 8/23/22, 8/24/22	Stakeholder Meeting: Cornell Cooperative Extension EFNEP	Introduction, Finalization of Nutrition program, parents and student support and during school/afterschool events	Zoom meeting	Gayle Patterson and Sheldon Kenyon spoke about the Youth component of the Cooperative Extension which is an in dept 8-9 weeks, 1 hour program. She also spoke about the importance of providing information on nutrition, food choices, and food budget. Mr. Kenyon was happy to know that a city person (me) was as committed and "in love" with Olean as he is. He said that many people due to the lack of econmic resources and not knowing how to access resources that are available feel disconnected to the community therefore, there engagement in community activities are minimal. He hopes that working together with students and parents we can bridge tha gap.	Ms. Paterson and Mr.Kenyon have agreed to presint at future Open Forums. Once Olean Academy is open they will facilitate programs such as: Healthy Children, Healthy Families, Health Cents, Food Safety and other programs that align with the agricultural componet of our curriculum.They will work with our schedule to do weekly or bi-weekly programs. Parents can join their kids of have a separate meeting focsing on the same topic.They also will do Facebook classes. Letter of affiliation received	3
8/22/22	Stakeholder Meeting: Southern Tier Healthcare Systems	Co-attendance at Teddy and Cookie Event	email	Sydney Beeman of Southern Tier Health Care requesting to participate in our community outreach activity "Teddy and a Cookie". She wanted to come by and hand out stickers and helmets for the children attending said activity.	Affiliation Letter Received	2
8/23/22	Community Outreach	Meeting with Common Council for formal introduction of the OACS program	Municipal Building, Olean, NY	No opposition	Letter of support requested and will be discussed at next meeting, though the expectation would be to receive one as the city is in favor of student internships and support of departments that have difficulty finding employees (Water and Sewer, for example)	23
8/24/22	Community Outreach: Teddy and a Cookie Event	Music focused event with supporters Kathie Dudly and Anita Norton	Franchoit Park	215 individuals reached, 15 engagements, 190 emails sent, council calendar, posted on 2 additional facebook sites	1 family in attendance, Sydney Beeman from the Safekids Program at Soutern Tier Healthcare Systems agreed to partner for next event to give out small gifts	7

Date(s) of Outreach (mm/dd/year)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
8/24/22, 8/29/22	Stakeholder Meeting: Marci Miller Conell Cooperative Extension Monroe County	Connection established to begin conversaiton with workforce ag program through cornell cooperative extension (in Buffalo and Monroe County)	State Fair (Rochester), Phone	Monroe County has already established CTE Program with Workforce Development and is planning to share resources and connect to Cooperative Extension Ag in the Classroom Program in Buffalo	Email connection with Susan from Buffalo to be received	3

News Article Requesting Input: Olean Times Herald

Creation of STEM-focused Olean Academy seeking community input

- By KELLEN M. QUIGLEY Olean Times Herald
- Jun 7, 2022

OLEAN — Organizers of a planned new STEM-focused charter school in the city are looking for input from the community.

A community forum on the formation of Olean Academy — a school with engaging, challenging and value-based education grounded in science, technology, engineering and math — is scheduled for Thursday at the Olean Public Library from 6 to 7 p.m.

Shannon McIntyre, a member of the group trying to start the school, said they are still in the early stages having recently submitted a letter of intent to New York state to let the Education Department know the group is considering this new venture.

"The amount of community interest we need to present right now is minuscule compared to what it will be if we move forward through the application phase," she said. "We've already received a ton of requests and we're incorporating them into the curriculum the best we can."

According to its website, the vision of Olean Academy is to offer a positive, safe and healthy environment where all members feel respected while supporting students in becoming life-long learners.

"We're not looking to overtake anybody in the community," said McIntyre, who was hired as the next president of{span}Archbishop Walsh at the start of the 2021-22 school year but left the role a few month later. "With us having a STEM pathway and the CTE pathway, it's just filling a void that is a natural void in the community that exists between the existing schools."

Although in the early stages, McIntyre said several local organizations including Siemans, Olean YMCA and Olean Business Development Corporation have already shown interest in the school. She said the goal is to have students interested in STEM-type careers and places in the community by offering a CTE certification pathway.

"There are affiliates who have asked about other STEM projects occurring in the community and how our school would affect them. But we're not in competition, we're not looking to steal, we're not soliciting," she said. "We're developing this because it matches what we want, and if that aligns with other people that's awesome. If it doesn't align, that's okay and we understand."

McIntyre said they also hope to provide students with a curriculum that honors the history of Olean, showing them how the city was formed and flourished to become a place many people love.

Public Posting Through The Chamber of Commerce

A letter of events, including our open community forums was sent to the Chamber of Commerce for publishing on their website 6/20/22. This letter was also sent to all parents and contacts on 6/20/22. The Chamber of Commerce houses the main event calendar for the community and immediately published our requested dates on their calendar. Facebook Updates for 2 Community Open Forums are included below along with the event results. Events conducted after 7/26/22 are included throughout the remainder of the application. The in-person turnout has unfortunately not reflected the online presence or the contact names sent via the online sign-up. Events after this letter came in another letter sent the week of 8/1/22.

Letter For Initial Public Publishing:

A "K-12" STEM School Environment

OLEAN ACADEMY

oleanacademy@gmail.com
www.oleanacademy.weebly.com

Dear Families and Community Members,

Please attend our upcoming meeting on **Monday, June 20 at Olean Public Library from 6-7pm** to learn more about our current programs, and if you would like to volunteer including grant writing, social media support, and signature collection. As always, please attend any of our meetings if you have questions.

Please note the following dates and times for our future events:

Date	Time	Location	Event
Sat. June 25, 2022	—	**Olean Farmers Market**	**Come visit!**
Tues. June 28, 2022	**6-7pm**	**Olean Public Library**	**Community Forum**
Tues. July 12, 2022	**6-7pm**	**Olean Public Library**	**Community Forum**
Fri. July 15, 2022	**9-10pm**	**TBD**	**Picnic and a Movie**
Tues July 26, 2022	**6-7pm**	**Olean Public Library**	**Community Forum**

As a reminder, our Community Forums are meant to offer parents the opportunity to ask questions and see the progress we are making. Please join us, stop by our Farmer's Market table on June 25 and stay tuned for our Picnic and a Movie location!

I am looking forward to meeting you at these events. Should you have questions, please email: oleanacademy@gmail.com

In Service,

Evelyn Cruz
Parent and Community Outreach Coordinator
oleanacademy@gmail.com

Public Letter Received #1

Ann Marie Anderson
[redacted]

May 24, 2022

Ms. Shannon Mcintyre
Public/Media Contact
218 N 2nd St
Olean, NY 14760

Dear Ms. Mcintyre:

As a former elementary teacher and principal, high school principal and director of alternative education I write this letter in support for the proposed Olean Academy. I cannot stress the importance that an alternative STEAM educational program will give as an opportunity for the students in this local area. We have such a diverse population that this will offer students that do not meet their potential in the present setting an educational program that would promote their strengths. The intentionally tailored curriculum to integrate into the Olean area as a community resource as well as the local entrepreneurs being able to use this academy to train students for the local employment is much needed in this area. Olean offers such a bountiful supply of history and community that needs so much to be cultivated.

As the director of the alternative school for many years we were able to focus on individual needs of students and by doing so reach out in areas that the local schools were not able to do. I saw tie- in to education with these students that I did not see when they were in the local public school program.

I know an academy that cultivates critical thinking skills and honors the history of Olean, as stated in the vision statement, as well as providing future leaders a relationship with the community will bring in students from the Olean Area as well and surrounding areas.

Best of luck in starting this academy and if I can offer any help in any way please let me know.

Sincerely,

Ann Marie Anderson
Retired School Administrator

Public Letter Received #2

COASTAL CAROLINA UNIVERSITY

Department of Sociology
Spadoni College of Education and Social Sciences
843.349.2207
843.349.2239 fax
coastal.edu

Shannon McIntyre.

I am writing to express my support for the Olean Academy in several capacities. As a Professor of Sociology at Coastal Carolina University, it was my pleasure to incorporate my academic knowledge and experience into the development of the school's curriculum.

As a board member at Canticle Farm, I look forward to further working with the school in order to develop our current affiliation into an extensive cooperative educational endeavor for local students. Through my future membership for the New York Sustainable Agricultural Working Group, I also look forward to further incorporating study of the regional food system into school curriculum in the future.

Furthermore, should the opportunity be presented, I would excitedly accept an opportunity to be a member of the Olean Academy board.

Lastly and perhaps most importantly, as a parent I am excited to pursue Olean Academy as a once-in-a-lifetime educational opportunity for my daughter.

Sincerely,

Jason T. Eastman

Jason T. Eastman

Meeting with John Crawford (City Councilman) 7/11 at 12pm: Shannon McIntyre

Shannon and John met to discuss his continued support of Olean Academy including, but not limited to, support for the Olean Academy Charter School through the Common Council. John Crawford stated his children would be attending the school should it open and wanted to show support in any way possible. Within the meeting the option of Olean Academy Charter School and the University of Pittsburgh-Bradford campus forming an affiliation to satisfy the CTE Agriculture Pathway requirement was suggested. John set up an initial email introduction. Additionally, it was arranged for Shannon to present, as public contact, at the following council meeting on 8/23 in hopes of finalizing a letter of affiliation with the Common Council.

Email And Program Response: SPCA Request

Sun, Jul 10,
9:23 AM

Submitted Information:

Name

Allison Robinson

Email

[redacted]

Questions and Comments

I am writing again on behalf of a large group of parents who work at the YMCA. Programing with the spca would be awesome and of course integrate Normalizing disabilities. It feels like most schools hide away disabled children in rooms that do not mix much with the rest of the school or explain anything to children like it's some kind of dirty secret and it leads to children being scared, nervous and unsure when they happen to see someone with a disability or they don't know how to play or interact with children with things like autism. Just like anything when children are around something it becomes "normal" they don't even think of it being different.

So many kids with behaviors or disabilities be labeled, ignored, left out or even made fun of by other kids just because they are different or struggle to learn or understand and it's heart breaking.

We need a school that will help, accept, and include the children that are slow to learn, struggle to learn and are just different then this mold that other schools try to put all kids into!

Response:

Mon, Jul 11,
3:47 PM

Olean Academy
<oleanacademy@gmail.com>

to Allison

Hi Allison,

Would you be able to speak on the phone? 716-436-8099 at your earliest convenience (evenings are ok until 9pm also!)

Thank you,

Shannon

**After speaking on the phone OACS decided to move forward with contacting the SPCA who determined it possible to develop a Special Education support program for the school and made the choice to affiliate, as well.*

Email and Response: Special Education

Wed, Jul 6,
10:34 PM

Allison Robinson [redacted]

to me

Hello I have a question about the potential school… I just saw the videos you posted so far and they are great but it didn't give me much insight into how disabled children have a place there or can fit in. I love the stem based idea but as a mother of children with autism and adhd and learning issues will it be to challenging for them I guess I would like to know how a day in the life of a disabled person would look like if they attended olean academy

Wed, Jul 6,
10:39 PM

Olean Academy
<oleanacademy@gmail.com>

to Allison

Good evening,

Please feel free to call [redacted] and we can have a chat tomorrow.

Charter schools are legally obligated to provide the same services as student would receive at the equivalent public school, which is Olean Public school. We would offer as many services as

possible inside the school and would work with the public school to ensure that your child's IEP was met.

Because every child with disabilities has different needs We can't really produce a video for an! But feel free to getWe can't really produce a video for it! But feel free to give me a call Tomorrow and I can try and give you an idea of what it would look like for your child.

As previously mentioned, after speaking with Allison she agreed to be our TIES advocate for special education support within the community. She also agreed to perform outreach at the YMCA to gain parent support.

Email And Response: Financial Literacy Program

Submitted Information:

Name

Carrie Childs

Email

[redacted]

Questions and Comments

We are very excited to hear about the Olean Academy and the extraordinary opportunities and potential it could unlock for children who need, and are capable of, more from an education in the greater Olean area. We are involved and concerned grandparents of school-age children. My husband, Dan Childs, retired after 33 years of teaching, first two at Archbishop Walsh, then 31 at Scio Central. I was a Human Resources professional at Dresser-Rand, and several other manufacturing companies before that. For the past 15 years I have been the Town Supervisor in Humphrey. Together we own and operate Childs Blueberries.

We wanted to add our opinion as educators, community, and business leaders, that a business management curriculum be available to students as well. Without critical business skills, it would be difficult to succeed in the business world. Finance, economics, government, business law, banking, are all key areas which would be a necessity for future entrepreneurs, company managers and civic leaders. BEST (Business - Engineering - Science - Technology), to go hand in hand with STEM. We are delighted to see Agricultural Engineering in the list. The world needs farmers with the savvy to make the most of our valuable resources.

Thank you for your time, just wanted to offer our comments and wish you well in this worthwhile endeavor to bring quality education to the children in our area.

Sincerely ,

Carrie and Daniel Childs

Wed, Jul 6, 1:43 PM

Olean Academy
<oleanacademy@gmail.com>

to [redacted]

Hi!

Thank you so much for your email! If you are available please feel free to give me a call at your earliest convenience.

I'm the public contact for the school and I'm very eager to speak with you regarding your thoughts.

[redacted]

Thank you,

Shannon

**After a phone call it was determined to pursue planning and a potential affiliation with Community bank, as well as incorporate a full ½ year component of personal finance in Grade 12 Economics.*

Email And Response: General Communication
We have approximately 88 emails with parents reaching out to us to add their names and children's ages. This is in addition to the other that total 167 possible students.

Sun, Aug 7, 4:3

Submitted Information:

Name

Josh Stabb

Email

[redacted]

Comment

I love that there is a school like this opening and VERY eager for all informati missed a public meeting you had but am very interested in more upcoming meetings!

Thank you,

Josh Stabb

Sun, Aug 7,
5:17 PM

to Joshstabb

Hi Josh,

We will have another public meeting not this Tuesday but next. Please let me know any questions you have. I can answer at [redacted]. Also, the website has a lot of helpful and general information!

Please let us know the ages of your children if you are in support of the school by sending us your child's ages. Thank you for your kind words!

Thank you,

Shannon

Email And Response: General Communication

Submitted Information:

Name

Nicole Gabler

Email

[redacted]

Child's Age, Grade Level, and Comments

Orion is 11, going into 5th grade and I am desperately seeking an alternative environment to the olean city school. Walsh has been very uncooperative with communication and someone suggested your school. Orion is a brilliant, creative, sensitive soul that is not able to flourish in his current academic setting.

Thu, Aug 18, 7:48 AM

Olean Academy
<oleanacademy@gmail.com>

to Niki_m1

Good morning,

We thank you for your email and we'll definitely add your name to demonstrate to the state that there is a need in the community.

If you can be more specific regarding what aspects of communication they were ineffective regarding we can adjust our plans to make sure that they meet your family's needs and most likely others as well!

Sincerely,

Shannon McIntyre

Public contact

Email And Response: General Communication

Submitted Information:

Name

Amanda Edel

Email

[redacted]

Comment

I am interested in hearing more about the chart school and have some questions regarding the school and process of applying. I look forward to getting more information.

Tue, Aug 23, 11:37 AM

Olean Academy
<oleanacademy@gmail.com>

to Amanda.edel

Good Morning,

Thank you for your email! Please feel free to give me a call at [redacted] and I will be able to answer any questions you have.

Thank you,

Shannon

Email And Response: Program

Sat, Aug 20, 2:14 PM

to me

Submitted Information:

Name

Sean Richardson

Email

[redacted]

Questions and Comments

Will you have advanced math and science courses?

Sat, Aug 20, 2:35 PM

to sdr1980

Hi Sean,

Thank you for your question. We are planning to work off of an independently developed curriculum that offers students from K to 8 the ability to experience coursework one great level above or below should their ability demonstrate they can. There will be extensive Science and Math experiences due to our affiliations with 4h and what looks like will be Cornell Cooperative Extension, as well.

We also intend to have a formalized affiliation with the University of Pittsburgh Bradford campus for the CTE agriculture pathway which offers students a full science/math experience. We plan to offer a specifically developed exploratory science course for high school students, as well. The students will also have the ability to graduate with the STEM Regents Diploma as we are hoping to offer environmental science as well.

As we move forward we are going to explore the option of having more courses pre-approved by higher level institutions and there may be room to grow into possibly offering AP or IB Science courses should that work out!

If you have any questions please feel free to give me a call 716-436-8099.

Thank you,

Shannon

Submitted Information:

Name
Sean Richardson

Email
[redacted]

Child's Age, Grade Level, and Comments
8, 4th grade
12, 7th grade
15, 10th grade

Email And Response: Program

Submitted Information:

Name
Emilee George

Email
[redacted]

Why are you in support of Olean Academy? If you have children, please include their ages.
Having another option available for my kids' education is an exciting possibility. I have three children who by next year will all be enrolled in Olean public schools, I have always been pleased with our elementary school (East view) but my husband and I both have concerns as our oldest daughter moves into the intermediate school for fourth grade next year. I was planning on attending the meeting on the 21st and I missed it due to sports activities with the kids but plan to attend on June 9th . I have three children as mentioned 9,6 and almost 4 . I have shared this information with many of our friends and the interest is definitely there in our community .I hope you have an outpouring of support and can't wait to attend the meeting to learn more.

*After speaking to Ms. Close in person, she is aware that Olean Academy has consciously set grade levels to be K-4 for elementary and 5-8 for intermediate, as we received concerns from another parent during a door knocking campaign.

Meeting may 21st

Mon, May 2,
8:32 PM

Emilee Close
[redacted]

to me

I was interested in coming to the informational meeting on may 21st but did not see a time or location for the meeting. I have a couple people interested in attending with me , can you provide more information ?

Thank you,

Emilee George

[redacted]

Mon, May 9,
7:59 AM

to Emilee

Good Morning,

I apologize for the delay in response! Please note that the meeting will be at the Olean Public Library from 12-1pm.

We are interested in support, but also individuals who wish to voice their opinions on what would make the school successful. We are updating the website today to show our proposed growth and inclusion of other parents' ideas. Please let me know if you have any questions.

Please feel free to call if you would like to discuss 716-436-8099

Sincerely,

Shannon

Tue, May 10,
1:04 PM

to Emilee

Hi Emilee,

I just wanted to confirm with you that the meeting is scheduled for Saturday, May 21 from 12-1pm.

Thank you!

Shannon

Wed, May 11,
8:38 AM

Emilee Close
[redacted]

to me

I plan to attend, just to get more information and possibly ask questions. What is the website if you don't mind me asking ? Is this open to the community? I know we were just handed a flyer and I was excited about the possibility of another schooling option for my kids 9,6,3 .

Wed, May 11,
8:52 AM

to Emilee

The meeting is definitely open to the public. Our objective is to try and get community input.

Please bring as many people as you can as we require a significant amount of Community Support to be able to open!

The website is oleanacademy.weebly.com

Feel free to call if you have any questions specifically. [redacted]

Facebook Comment In Response To Post

Campaigns for Input

Olean Academy: A K-12 STEM Environment is feeling excited.
Published by Shannon McIntyre · July 31 at 4:41 PM ·

We are at the tail end of our full application assembly! Please send us any other parent suggestions and encourage your friends with children to sign up in support!

Please direct any questions to [redacted] and they will be addressed immediately!

www.oleanacademy.weebly.com

OLEANACADEMY.WEEBLY.COM

Olean Academy

Olean Academy is a tuition-free alternative to the public school system. Olean Academy will provide students with an intentionally tailored curriculum that cultivates critical thinking skills and...

255	28	↑ +1.0x average	Boost post
People reached	Engagements	Distribution score	

You and 5 others 2 Shares

Like Comment Share

Olean Academy: A K-12 STEM Environment is feeling grateful in **Olean , New York**.

Published by Shannon McIntyre · July 7 ·

Just a quick update...

71 possible students and 115 likes on this page!

We're getting closer! Join our community forum on Tuesday at 6pm to learn more, ask questions, and add suggestions! (Students are welcome at 5pm to ask their own questions and offer their own suggestions!)

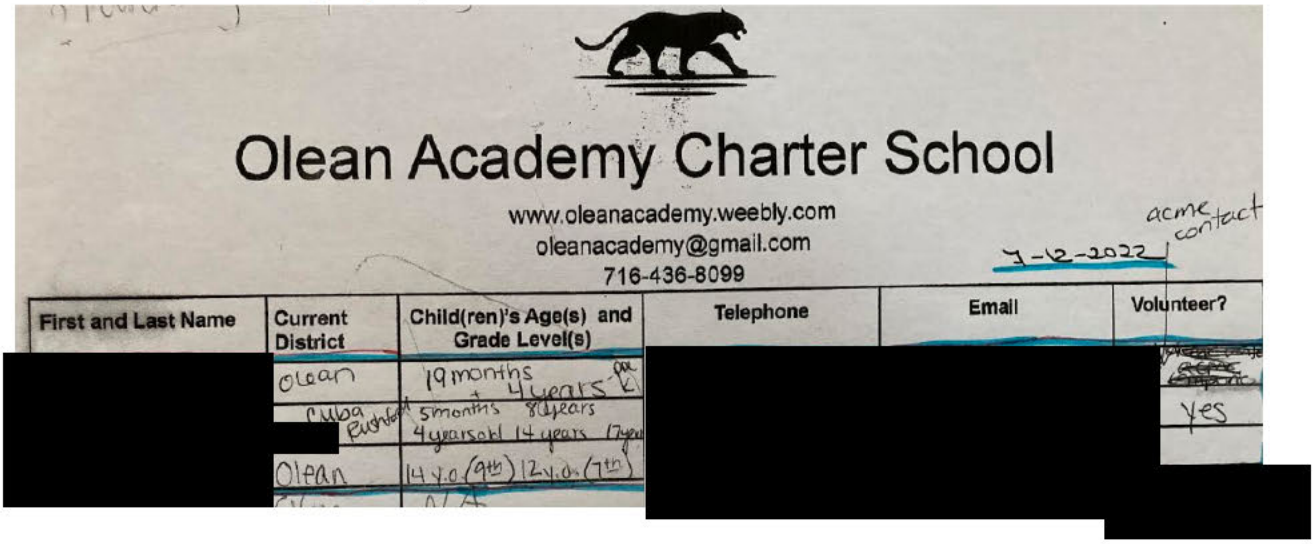
If you have not, please complete the form on www.oleanacademy.weebly.com if believe this school may be a good fit for your child!

527	70	↑ +1.3x higher	Boost post
People reached	Engagements	Distribution score	

You and 16 others 4 Shares

Like Comment Share

In Person Attendance 7/12/22:



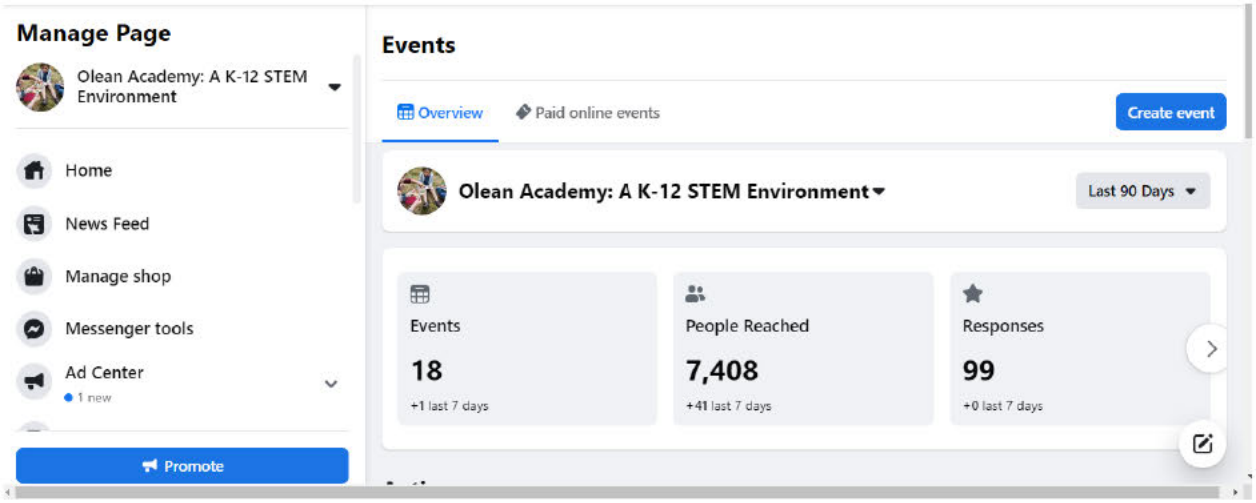
Olean Academy Charter School

www.oleanacademy.weebly.com
oleanacademy@gmail.com
716-436-8099

7-12-2022

First and Last Name	Current District	Child(ren)'s Age(s) and Grade Level(s)	Telephone	Email	Volunteer?
[redacted]	Olean	19 months + 4 years (Pre-K)	[redacted]	[redacted]	[redacted]
[redacted]	Cuba Rushford	5 months 8 years 4 years old 14 years (7th)			Yes
	Olean	14 y.o. (9th) 12 y.o. (7th)			

For all our outreach events (Open Forums and Community Events):



Business Affiliations

- Barb Sweitzer: Former Cattaraugus County YMCA CEO
- Cutco: Largest Employer in Olean, NY (STEM Field)
- Financial Advisement Support: Philippe D.
- Jamestown Community College: Letter of Support
- OATS Bus System
- Olean Business Development Corporation
- Boundless Connections: Partnership: Technology and STEM
- Siemens: Second Largest Employer in Olean NY (STEM Field)
- Jeff Townsend: Current Cattaraugus County YMCA CEO, on behalf of The YMCA

Curriculum Affiliations

- 4H Affiliation and Partnership for Afterschool Program
- African American Cultural Center: Imbedded Place-Based Education
- Beat City Music: Music Support
- St. Bonaventure Library: Free Student Access to the Library and Archives
- St. Bonaventure Warming House: Volunteer Opportunity
- Boundless Connections: Technology Support, Professional Development
- Canticle Farms: Internships for 8th Grade and High School, Agriculture Program
- Cornell Cooperative Extension: ENFP Program
- Griffis Sculpture Park: Art Curriculum Support
- Olean Historical Society: Imbedded Place-Based Education
- Neighborhood School of Dance: Programs Block Support
- Olean Historical Society
- Flanigan Hill Farm/Joe Policastro: Agriculture Program
- Quick Arts Center: Support for Art Program Execution
- Dr. Alicia Fogarty: High School Curriculum Review
- Eden Heights: Volunteer Senior Facility
- SPCA: Volunteer Opportunity
- St. Mary's School of the Deaf: Volunteer
- University Pittsburgh: Bradford: CTE Higher Education Requirement

General Support

- St. Bonaventure: Department of Education MOU
- Southern Tier Healthcare Systems: Family Health Education
- Starbridge: SWD: Special Education Parent Education, Support and Design
- Government: OATS Bus Line: Email confirming their desire to work to ensure students, including those who are ED and outside of the area, can attend Olean Academy
- Government: Cattaraugus County Department of Health: Hygiene, Health Education
- Government: Parent Education Program: Support for Parent Education
- Government: Senator Tom Reed: Resigned 5/22

Barbara Sweitzer
[redacted]

May 18, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express my support for Olean Academy. I am a resident the Olean City School District, and I believe that Olean Academy will be an asset to my community. Olean Academy will provide an educational choice to families, one with rigorous academics and core values.

Their tenets include the pledge to offer a grounded, value-based environment where students are held accountable for their choices, include families and community members in school choices whenever possible, to ensure student success at home, in school and in the community, and to vigorously work to create an academic learning environment that uses research-based teaching practices. Their defined curriculum has adopted an integrated approach to teaching a STEAM curriculum and will prepare students for success in college and career, and create contributing, connected citizens.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community.

Sincerely,

[redacted]

CUTCO Corporation

James M. Stitt
President & CEO

June 6, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express my support for Olean Academy. I am a business owner of Olean School District and I believe that Olean Academy will be an asset to my community. Olean Academy will provide an educational choice to families, one with rigorous academics and core values.

Their tenets include the pledge to offer a grounded, value-based environment where students are held accountable for their choices, include families and community members in school choices whenever possible, to ensure student success at home, in school and in the community, and to vigorously work to create an academic learning environment that uses research-based teaching practices. Their defined curriculum has adopted an integrated approach to teaching a STEAM curriculum and will prepare students for success in college and career, and create contributing, connected citizens.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community.

Sincerely,

[redacted]

James M Stitt

VCSC Investments LLC

Philippe Dieffenthaler
[redacted]

May 20, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to demonstrate full support for the opening of Olean Academy in Olean, New York. I have participated in the development of the initial budget and have been commissioned by the Volpe Foundation to continue to work throughout the development process.

Having worked for corporations such as PriceWaterhouseCooper and General Electric Company, I can attest that the Olean Academy founding board is conscious of the finances and also aware of the process that occurs between startup and the growth of an organization. The board is implementing a financial plan that will enable the sustainability and the growth of the school for the coming years for the benefit of the students and the community in Olean.

It is with eagerness that I write this letter in support of Olean Academy's opening, and hope that you strongly consider the tremendously positive impact that this school's opening would have on the community.

Sincer[redacted]

JCC
JAMESTOWN COMMUNITY COLLEGE
SUNY

525 Falconer Street
P.O. Box 20
Jamestown, NY 14702-0020
Phone: 716.338.1000

Office of the President

May 26, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

Jamestown Community College supports exploring the feasibility of a charter school (i.e., the Olean Academy) in Olean, NY, in partnership with key stakeholders in the Olean community. With widespread community support a charter school has the potential to provide educational choice to families and with programming focused on STEM-science, technology, engineering, and math.

The principles of the Olean Academy include offering a grounded, value-based environment where students are held accountable for their choices, engages families and community members in school choices whenever possible, fosters student success at home as well as in school and in the community, and will work vigorously to create a learning environment that uses research-based teaching practices. The curriculum for the Olean Academy will be based on an integrated approach to teaching a STEM curriculum that prepares students for success in college and their careers resulting in contributing, connected citizens.

Sincerely,

[redacted]

Daniel DeMarte, Ed.D.
President

VOLPE FOUNDATION

[redacted]

Vincent R. Volpe Jr.

May 23, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express The Volpe Foundation's support for Olean Academy. We believe that Olean Academy will be an asset to our community. Olean Academy will provide an educational choice to families, based on tenets which include:

1) The pledge to offer a grounded, value-based environment where students are held accountable for their choices,
2) The inclusion of families and community members in school choices whenever possible, to ensure student success at home, in school and in the community, and,
3) Vigorous work to create an academic learning environment that uses research-based teaching practices. Their defined curriculum has adopted an integrated approach to teaching a STEM curriculum and will prepare students for success in college and career, and create contributing, connected citizens.

As a foundation, we and our benefactors, have supported the educational community in Olean, New York for 10 years and are in support of alternative educational opportunities. We are eager to support the success of Olean Academy and have demonstrated this through active participation with the founding board, as well as the prospect of supporting the school in identifying and coordinating the necessary building.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community.

Sincerely,

[redacted]

Vincent R. Volpe Jr.

VINCENT R. VOLPE JR.

[redacted]

May 23, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express my support for Olean Academy. Through my involvement with the Volpe Foundation, I have demonstrated a strong support of alternatives to public education. Currently, I am working to encourage the opening of a business grounded in Engineering in Olean. A critical part of the decision-making process will center on the ability to recruit the necessary technical talent to the area. As you well know parents oftentimes make the decision to relocate based on the educational opportunities afforded to their children. In this light it is my view that Olean Academy would be a tremendous asset in facilitating the recruitment of technical expertise to the success of the business.

More specifically, the STEM curriculum to be offered at Olean academy well suits the category of people we will seek to recruit to the area over time.

For this reason, as well as the positive socio-economic this educational choice brings to the area, I am very eager to support the opening of Olean Academy, and hereby underscore my commitment to the school's success through a strong connection with both the Volpe foundation and the new business we are considering opening in Olean.

Sincerely,

[redacted]

Vincent R. Volpe Jr.

Olean Business Development

Robert J. Forness
[redacted]

May 19, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express my support for Olean Academy. Olean Business Development Corporation is a business in the Olean School District and we believe that Olean Academy will be an asset to my community. Olean Academy will provide an educational choice to families, one with rigorous academics and core values.

Their tenets include the pledge to offer a grounded, value-based environment where students are held accountable for their choices, include families and community members in school choices whenever possible, to ensure student success at home, in school and in the community, and to vigorously work to create an academic learning environment that uses research-based teaching practices. Their defined curriculum has adopted an integrated approach to teaching a STEAM curriculum and will prepare students for success in college and career, and create contributing, connected citizens.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community.

Sincerely,

[redacted]

Boundless Connections

160 N Union St
Olean, NY 14760

Christina Lopez
[redacted]

May 18, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in forming a community partnership with Olean Academy. The name of my business is Boundless Connections, LLC and our major focus is tech literacy.

We would be able to support your school with executing the following components:

Developing and updating technology activities to coincide with your curriculum and providing/training facilitators for these activities as well as any tech focused afterschool programs.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our partnership for next school year.

Sincerely,
[redacted]

SIEMENS energy

John Stahley
[redacted]

May 4, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express our interest and support in forming a community partnership with Olean Academy. Siemens Energy is a manufacturer of compression equipment for industrial applications.

We would be able to support your school with executing the following components:
Community Service
Internships

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community and look forward to our partnership for next school year.

Sincerely,

[redacted]

John Stahley
Vice President & General Manager, Global Turbo Compressor Operations

FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

YMCA of the Twin Tiers
Mr. Jeffrey Townsend
Chief Executive Officer
[redacted]

May 24, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express my support for Olean Academy. I am the CEO of YMCA of the Twin Tiers here in Olean and I believe that Olean Academy will be an asset to my community. Olean Academy will provide an educational choice to families, one with rigorous academics and core values.

Their tenets include the pledge to offer a grounded, value-based environment where students are held accountable for their choices, include families and community members in school choices whenever possible, to ensure student success at home, in school and in the community, and to vigorously work to create an academic learning environment that uses research-based teaching practices. Their defined curriculum has adopted an integrated approach to teaching a STEAM curriculum and will prepare students for success in college and career, and create contributing, connected citizens.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community.

Sincerely,

[redacted]

CEO

Cornell Cooperative Extension
Cattaraugus County

4-H Youth Development

[redacted]

Richard Rivers
Executive Director

[redacted]

July 30, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in forming a community partnership with Olean Academy. The name of my business is 4H and our major focus is promoting the development of skills that help young people succeed in higher education, their chosen career path and as members of their families and communities. 4-H is committed to achieving a community of staff, volunteers and program participants that reflects the diversity of New York State. This aligns and compliments Olean Academy's mission.

We would be able to support your school with executing the following components including, but not limited to at-home learning resources for kids focusing on science, healthy living and civic engagement. We will participate in the Programs Block during the day whenever possible and will work support with additional components as requested.

We fully support the approval of Olean Academy to serve students in the Olean district. We value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our partnership for next school year.

Sincerely,

[redacted]

Executive Director

Cornell Cooperative Extension is an employer and educator recognized for valuing AA/EEO, Protected Veterans, and Individuals with Disabilities and provides equal program and employment opportunities.

Cornell Cooperative Extension
Cattaraugus County

4-H Youth Development

[redacted]

Richard Rivers
Executive Director

[redacted]

July 30, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in exploring the option of a community partnership in order to develop a 501c3 after school agriculture program. 4-H is committed to achieving a community of staff, volunteers and program participants that reflects the diversity of New York State. This aligns and compliments Olean Academy's mission and would align with the mission and vision presented in the potential bylaws.

We would be able to support the after school program with executing the following components including, but not limited to at-home learning resources for kids focusing on science, healthy living and civic engagement. We are eager to support in other areas including, but not limited to community outreach and education.

We fully support the approval of Olean Academy and the potential 501c3 after school agriculture program to serve students in the Olean district. We value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our partnership for next school year.

Sincerely,

[redacted]

Richard Rivers
Executive Director

Cornell Cooperative Extension is an employer and educator recognized for valuing AA/EEO, Protected Veterans, and Individuals with Disabilities and provides equal program and employment opportunities.

African American Center for Cultural Development

[redacted]

June 5, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in forming a community partnership with Olean Academy. The name of my business is the African American Center for Cultural Development, we are a Cultural Center and Museum and our major focus is on sharing the very rich history of African Americans' rich contributions both, here in Olean and in the world all the while sharing and appreciating the history of Olean.

We would be able to support your school mostly by being a resource for your school in our area of expertise: Black History, Olean History into American History…Two ways we would be able and willing to help you in your endeavor would be by research and guest speakers.

We support the approval of Olean Academy to serve students in the Olean district. We value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our partnership for next school year.

Sincerely,

Della Moore

Executive Director

[redacted]

Colleen Gaynor & Dylan Snyder
Proprietors

[redacted]

July 29, 2022

[redacted]

Shannon McIntyre

Public/Media Contact

217 N. 2nd Street

Olean, N.Y. 14760

Dear Ms. McIntyre,

I am writing to express interest in forming a community partnership with Olean Academy.

The name of my business is Beat City Music and our major focus is instrument sales, rental, and service along with offering private music lessons for adults and youth for a variety of instruments. We also offer song writing classes, open mic opportunities for original song writers, vocal lessons and kids camps.

We would be able to support your school with executing music lessons for an after- school program for students' music credit.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community and look forward to our partnership for next school year.

Sincerely,

[redacted]

Colleen Gaynor

Dylan Snyder

Ann M. Tenglund
Director of the Library & Faculty Development
Friedsam Memorial Library
[redacted]

July 25, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in forming a community partnership with Olean Academy. The name of my organization is Friedsam Memorial Library at St. Bonaventure University, and our major focus is providing academic library resources and instruction to our students and community members of all ages. We have worked with several public and private schools in the past, as well as homeschooling organizations.

We would be able to support your school with executing the following components:

- Library instruction sessions, either at the Academy or in our Library
- Tours of our Library, including our Archives and Special Collections areas
- Borrowing privileges for print materials
- Use of licensed electronic resources while in our building
- Reference librarian assistance

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our partnership for next school year.

Sincerely,

[redacted]

Ann M. Tenglund, M.L.S., M.S.Ed., Ed.S.

18 58
ST BONAVENTURE
UNIVERSITY
Government & Community Relations

July 20, 2022

Ms. McIntyre,

I have spoken to members of the leadership team at St. Bonaventure University regarding a proposed collaboration with the Olean Academy Charter School. Per your email of May 25, 2022, the University is supportive of volunteer hours for your students at the Warming House, located at 164 N. Union Street, Olean, New York. All volunteer arrangements should be made through the Director of the Franciscan Center for Social Concern at St. Bonaventure University.

All volunteers are expected to:

- Participate in pre-volunteer trainings as determined by the director. Have their parent/guardian (of all minor students) sign a St. Bonaventure University, "hold harmless agreement," before any student can volunteer at the Warming House.
- Be aware that volunteering at the Warming House poses some risk. Including, but not limited to cuts, burns or other injuries. Also, parents should be aware that the Warming House does not ask qualifying questions of any guests entering the building.
- Be supervised by a trained adult at all times. How Olean Academy student volunteers interact with Warming House guests will need to be thoughtfully discussed and determined.

Volunteers times and tasks might not include engagement with guests of the Warming House. Tasks could include meal preparation, serving meals, cleaning, dishwashing, pantry organization, stocking of shelves, assembling personal care bags, etc. Volunteer opportunities may include weekends as well as weekdays. The Warming House can only accommodate six student volunteers and one adult chaperone per shift. Any arrangements need to be approved by University Legal Counsel.

Another potential collaboration with the Franciscan Center for Social Concern at St. Bonaventure University could be Olean Academy students (ages 5-15) participating in the Bona Buddies Youth Mentoring Program as Buddies/mentees. Parent registration for Bona Buddies program occurs in early September each year. Participation in the program is based upon available openings and are not guaranteed.

Volunteer opportunities may be reviewed or revised at any time by St. Bonaventure University.

Thank you for reaching out to St. Bonaventure University and best of luck in all future endeavors.

Sincerely,

[redacted]

Thomas Buttafarro, Jr.
Director of Government & Community Relations
St. Bonaventure University

cc: Ann Lehman, Associate Vice President for Grants and Research/Chief of Staff
Alice Miller Nation, Director Franciscan Center for Social Concern

Boundless Connections

160 N Union St
Olean, NY 14760

Christina Lopez
Chief Executive Officer
[redacted]

May 18, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express my support for Olean Academy. I am a business owner in the Olean City School District, and I believe that Olean Academy will be an asset to the community. Olean Academy will provide an educational choice to families, one with rigorous academics and core values.

Their tenets include the pledge to offer a grounded, value-based environment where students are held accountable for their choices, include families and community members in school choices whenever possible, to ensure student success at home, in school and in the community, and to vigorously work to create an academic learning environment that uses research-based teaching practices. Their defined curriculum has adopted an integrated approach to teaching a STEAM curriculum and will prepare students for success in college and career, and create contributing, connected citizens.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community.

Sincerely,

[redacted]

Canticle Farm
Nourishing Mind, Body, Spirit, and Earth

May 26, 2022

Dear Joe, Shannon & Olean Academy Members,

We are honored that you reached out to Canticle Farm in seeking support and affiliation with Olean Academy. Our board met last night to discuss this very unique opportunity.

First, you have Canticle Farm's support to become an Olean area charter school and we are happy to submit that letter of support. Second, we would dearly welcome your students to learn at our farm. Canticle is a place for the community to share in agricultural and environmental education, especially with our youth. All area students are welcome to learn at Canticle Farm. However, we will need to wait on approving any formal affiliation with Olean Academy at this time for two reasons.

Number one, we kindly request more information about this affiliation proposal and so we welcome more concrete details. As you may know, Canticle Farm is not in a position to staff an educational coordinator for a school internship. Number two, it is important to note that Canticle Farm is a sponsored ministry of the Franciscan Sisters of Allegany and we would first need to obtain permission from them before we could affiliate with any outside organization. With that being said, we respectfully request any documentation that indicates an existing formal affiliation with Canticle Farm be removed.

Again, you will have a support letter from Canticle Farm and we welcome your students and teachers to learn on our farm.

Thank you,

Gina Anderson
President, Canticle Farm

Canticle Farm
Nourishing Mind, Body, Spirit, and Earth

Gina Anderson
President
[redacted]

5/27/22

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

We are writing to express the board of Canticle Farm's support for Olean Academy. Inherently, Canticle Farm is a place for everyone in the community to share in agricultural and environmental education, especially with our youth. All area students are welcome to learn at Canticle Farm. We believe that Olean Academy will enrich our community, in addition to the educational institutions already serving the area.

We support the approval of Olean Academy to serve students in the Olean district.

Sincerely,

Gina Anderson & Canticle Farm Board

[redacted]

Cornell University

Cornell Cooperative Extension
Cattaraugus County
[redacted]

Gayle Patterson
EFNEP Educator
[redacted]

8/24/2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in forming a community partnership with Olean Academy. The name of my program is the Expanded Food and Nutrition Education Program (EFNEP), and our major focus is teaching basic nutrition, food safety, and the importance of physical activity through interactive sessions to income eligible groups and individuals.
We would be able to support your school with executing the following components:

Offering educational opportunities to student groups and parents where the materials coincide with each other, thereby serving to reinforce the material to both groups and enable, support, and encourage all parties toward better overall health and wellness.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community and look forward to our partnership for next school year.

Sincerely,

[redacted]

Gayle Patterson

Cornell Cooperative Extension is an employer and educator recognized for valuing AA/EEO, Protected Veterans, and Individuals with Disabilities and provides equal program and employment opportunities.

Cornell University

Cornell Cooperative Extension
Cattaraugus County
28 Parkside Drive
Ellicottville, NY 14731
t. (716) 699-2377 f. (716) 699-5701
e. cattaraugus@cornell.edu
http://cce.cornell.edu/cattaraugus

Sheldon Kenyon
EFNEP Educator
[redacted]

8/24/2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in forming a community partnership with Olean Academy. The name of my program is the Expanded Food and Nutrition Education Program (EFNEP), and our major focus is teaching basic nutrition, food safety, and the importance of physical activity through interactive sessions to income eligible groups and individuals.
We would be able to support your school with executing the following components:

Offering educational opportunities to student groups and parents where the materials coincide with each other, thereby serving to reinforce the material to both groups and enable, support, and encourage all parties toward better overall health and wellness.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community and look forward to our partnership for next school year.

Sincerely,

[redacted]

Sheldon Kenyon

Cornell Cooperative Extension is an employer and educator recognized for valuing AA/EEO, Protected Veterans, and Individuals with Disabilities and provides equal program and employment opportunities.

ASHFORD HOLLOW FOUNDATION
FOR THE VISUAL AND PERFORMING ARTS

Essex Arts Center
28 Essex Street
Buffalo, New York
14213
716.667.2808

Griffis Sculpture Park
6902 Mill Valley Road
East Otto, New York
14729
716.667.2808

August 20, 2022

Dear Shannon McIntyre,

We are writing this letter in support of Olean Academy. Olean Academy will be a welcomed addition to the southern tier and will offer students a choice in learning they are not able to access currently.

In support of the school, we offer our facilities to supplement the already robust arts and music curricula and look forward to the attendance of students. We will include student education opportunities and will work with the school to ensure that curriculum, which highlights history and culture from the area, is honored.

Good luck in your pursuit.

Sincerely,

Nila Griffis Lampman

Brittany Thierman
CEO, Neighborhood School of Dance
[redacted]

6/27/22

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in forming a community partnership with Olean Academy. The name of my business is Neighborhood School of Dance, and our major focus is dance.

We would be able to support your school with executing the following components:
- Providing dance instruction and classes to the students.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our partnership for next school year.

Sincerely,

[redacted]

Brittany Thierman

OLEAN
HISTORICAL &
PRESERVATION
SOCIETY

Steve Teachman, President
[redacted]

June 27, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY. 14760

Dear Ms. McIntyre,

We are writing to express our interest in forming a community partnership with Olean Academy. We represent the Olean Historical Society, and our mission is to present, preserve, and protect our communities history.

We would be able to support your school in helping the students develop and appreciate the rich history of the Olean area, by the use of research based educational learning opportunities affiliated with the museum.

We support the approval of Olean Academy to serve the students in the Olean district. We value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community be offered. We look forward to our partnership for the next school year.

Sincerely,

[redacted]

Steve Teachman
President

John Policastro, Owner
[redacted]

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,
I am writing to express my support for Olean Academy. I am the owner of Flanigan Hill Farm in Hinsdale and I believe that Olean Academy will be an asset to my community. Olean Academy will provide an educational choice to families, one with rigorous academics and core values.

Their tenets include the pledge to offer a grounded, value-based environment where students are held accountable for their choices, include families and community members in school choices whenever possible, to ensure student success at home, in school and in the community, and to vigorously work to create an academic learning environment that uses research-based teaching practices. Their defined curriculum has adopted an integrated approach to teaching a STEAM curriculum and will prepare students for success in college and career, and create contributing, connected citizens.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community.

Sincerely,

[redacted]

John Policastro

John Policastro, Owner
[redacted]

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,
I am writing to express interest in forming a community partnership with Olean Academy. The name of my business is Flanigan Hill Farm, and our major focus is sustainable pastured meat production on our farm.

We would be able to support your school with executing the following components:

- Farm visits and opportunities for lessons on sustainable agriculture
- Woods and pasture walks
- Livestock interaction (pigs, sheep, cows, chickens, turkeys)
- Product marketing, sales, customer interaction

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our partnership for next school year.

Sincerely,
[redacted]
John Policastro

QUICK CENTER

The REGINA A. QUICK CENTER *for the* ARTS
at ST. BONAVENTURE UNIVERSITY

August 22, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in co-operating in the area of occasional art activities for your students at Olean Academy. Our business name is: The Regina A. Quick Center for the Arts, and our major focus is our nationally recognized Museum and our performing arts series, as well as arts education for students from the local school districts.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our possible co-operation for next school year.

Sincerely,

[redacted]

Ludwig Brunner
Executive Director

HEALTH PSYCH STRATEGISTS

Alicia McAuliffe-Fogarty, PhD
[redacted]

May 18, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express my support for Olean Academy. I am a business owner of Health Psych Strategists as well as Vice President, Research and Client Success of Patients Like Me. I believe that Olean Academy will be an asset to the community. Olean Academy will provide an educational choice to families, one with rigorous academics and core values.

Their tenets include the pledge to offer a grounded, value-based environment where students are held accountable for their choices, include families and community members in school choices whenever possible, to ensure student success at home, in school and in the community, and to vigorously work to create an academic learning environment that uses research-based teaching practices. Their defined curriculum has adopted an integrated approach to teaching a STEAM curriculum and will prepare students for success in college and career, and create contributing, connected citizens.

I have reviewed the school curriculum, and in particular the sociology offering, and believe that it would be a tremendous preparation for students planning to attend college. I would be honored to teach psychology at this institution. I support the approval of Olean Academy to serve students in the Olean district.. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community.

Sincerely,

[redacted]

Alicia McAuliffe-Fogarty, PhD
Principal

Eden Heights

Barbara Gordon
Activity Director
[redacted]

04 August 2022

Shannon McIntyre
Public/Media Contact
218 North 2nd Street
Olean, NY 14760

Dear Ms. McIntyre:

I am writing to express interest in forming a community partnership with Olean Academy. The name of my business is Eden Heights of Olean, a Premier Senior Living Group. Our major focus is Assisted Living with a Memory Care unit.

We would be able to support your school by forming intergenerational relationships with our residents by setting up an Adopt a Grandparent program where the children can come visit several times each year. We will also have activities that the children and residents will participate in together such as: bingo, pokeno, crafts, gardening, etc.

We will welcome practical educational assistance, such as a place for speeches, spelling bee's, concerts, performances, etc. to be completed.

In the long scope of things, this partnership would also be able to open the doors to future employment for young adults in their own community to save up for future education or to help them through their education goals at the local colleges.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in this community and look forward to our partnership for next school year.

Sincerely,

[redacted]

Barbara Gordon

S.P.C.A. in Cattaraugus County

[redacted]

Justin Frazier
Manager
[redacted]

7.28.2022

Dear Ms. McIntyre

I am writing to express interest in forming a community partnership with Olean Academy. The name of my business is the SPCA in Cattaraugus County and out major focus is finding homes for our animals and ensuring they receive the best care that we can provide while they are with us.

We would be able to support your school with executing the following components:

We are always looking for events to participate in, to help spread volunteering awareness.
A therapeutic experience with the animals.
Helping spread knowledge about proper animal care, grooming, handling.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our partnership for next school year.

Sincerely,

[redacted]

Justin Frazier

ST. MARY'S SMSD SCHOOL FOR THE DEAF

ACCESS | INSPIRE | ACHIEVE

Aimee L. Bell
Associate Principal
St. Mary's School for the Deaf
[redacted]

August 11, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre:

I am writing to express interest in forming a community partnership with Olean Academy. The name of our school is St. Mary's School for the Deaf, and our major focus is teaching students who are deaf or hard of hearing through equitable access to communication, language development, and a broad range of academic skills including STEM topics.

We would be able to support your school by providing opportunities for students of Olean Academy to meet students with different backgrounds and learning abilities, including students with disabilities and students who use American Sign Language (ASL) to communicate.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community and look forward to our partnership for next school year.

Sincerely,

[redacted]

Aimee L. Bell

[redacted]

University of Pittsburgh | Bradford

Office of Enrollment Management

[redacted]

August 1, 2022

To Whom It May Concern,

The University Pittsburgh at Bradford intends to offer dual-enrollment credit at the Olean Academy Charter School for the course ES 0110 - Introduction to Environmental Science as part of our College in the High School program. We have reviewed their proposed course, Sociology of Community, Agriculture, and Food Systems, and we believe that it is a perfect companion to our dual-enrollment offering, should the school be granted the ability to open through New York State. It is our understanding that this would allow for the school to offer the CTE Agriculture track, which we are in full support of.

I serve as the liaison for Pitt-Bradford and as the point of contact for any questions. This is a wonderful opportunity for students in our region.

Thank you for the opportunity to provide this letter of support.

Sincerely,

[redacted]

James L. Baldwin, Ph.D. (he/him/his)
Vice President for Enrollment Management
jlb20@pitt.edu
University of Pittsburgh at Bradford
Hangar Building
300 Campus Drive
Bradford, PA 16701

[redacted]

MEMORANDUM OF AGREEMENT BETWEEN
Olean Academy
AND ST. BONAVENTURE UNIVERSITY

This agreement is entered into between St. Bonaventure University, (hereinafter referred to as "University") and the Olean Academy, (hereinafter referred to as "Organization") for the purpose of providing field placements for School of Education students from St. Bonaventure University.

School of Education students will be made available to the Organization by the University to function as observers, tutors, methods participants, student teachers and interns, both in person and virtual. This agreement pertains to these groups beginning September 1, 2023 and ending August 31, 2024. The School of Education will work with the Organization to provide professional development for the faculty and staff of the organization.

Payment. There is no financial obligation to/from either the University in regard to the placement of students for field work.

Selection of Students. The University will select school students who will be placed within the Organization. All students will be required to obtain, before placement, state police and child abuse registry background checks, and provide evidence of professional liability coverage. All placements within the school district are directly linked to course requirements.

Termination of Placement. Education students may be removed from an assigned placement, or from the Organization, by the University on its own initiative, for the health, safety and welfare of the student, or at the request of the organization.

Supervision of Education Students. The University will be responsible for the selection and supervision of students. They will perform regular and periodic student observations, and will assist in determining program needs. The Organization will provide opportunities for participation in classroom activities, guidance for successful outcomes, and assist with performance evaluation.

Data Access. The University and the Organization agree that the University's students shall not be given access to the Organization's Data (as defined by 8 NYCRR section 121.1(q)) (hereinafter "confidential data"). Additionally, to the extent that the University's students do obtain knowledge in respect of said confidential data without being granted such access the University warrants that, prior to the placement of students with the Organization, the University shall advise its Students of their duty to refrain from acting or omitting to act in any manner that could be reasonably foreseen to result in the disclosure of such confidential data. Provided however, that the University shall be under no obligation to adopt any particular cyber security protocols, platforms or frameworks in respect of such potential disclosures of confidential data because access thereto is not contemplated within the scope of this MOU.

Liability. It is understood that students are not employees of the Organization, and the University will obtain and provide the Organization with professional liability insurance for the students who are participating in this program.

Communicable and/or Infectious Disease Risk.

1. The Organization and University agree that while each expects the other to use reasonable and routine cleaning and sanitization procedures on and within the areas of their respective premises, and enforcement of appropriate social distancing protocols with respect to the occupancy thereof, the Organization and the University acknowledge that no cleaning and sanitization procedures or social distancing protocol can be expected to entirely eliminate the spread of communicable diseases. Organization and University further acknowledge that communicable diseases including, but not limited to, viruses and bacterial infections, can be spread by and between human beings through airborne respiratory droplets or bodily fluids, incidental breaches of proscribed social distance thresholds, or surface contamination even where best practices are followed with respect to said cleaning and sanitization, and social distancing protocols.

2. Therefore, both the Organization and University acknowledge and agree that despite the other's cleaning, sanitization, and social distancing procedures, Students, and those with whom said Students interact within a shared space are at risk of either spreading or contracting a communicable or infectious disease in connection with the activities contemplated herein. By choosing to enter into this Memorandum of Agreement, University and Organization hereby waive, as to one another, all claims or demands for damages, indemnification, contribution or the like stemming from the contraction, spread, or transmission of a communicable or infectious disease from such other individuals with whom the Student(s) is/are sharing Organization's space. Further, the University and Organization hereby waive any claims or demands that may accrue to their heirs or assignees, that they may now have or may in the future come to have against the other, or the officers, directors, faculty members, employees, or servants of the other for damages arising from or relating to the transmission or contraction of a communicable or infectious disease while entering, using, remaining within or residing at the Organization's premises, or arising from the transmission or spread of a communicable of infectious disease.

3. To the extent that any provision of this acknowledgment and waiver is deemed violative of any statute, rule, regulation, common law or other authority, the University and Organization agree that this clause shall be reformed to the maximum extent possible so as to give reasonable force and effect to its terms to the greatest extent permissible under such law or controlling authority.

Indemnification. The above acknowledgement and waiver notwithstanding and without waiving the same, the Organization and University agree to defend, indemnify, and hold one another, along with the other's officers, directors, employees and agents, harmless from and against any and all other claims, losses, liabilities and expenses, whether or not litigation is commenced, arising out of or relating to the activities contemplated herein, except to the extent that such acts or occurrences are the result, exclusively, of the negligence or culpable conduct of the party that would otherwise be the indemnifying party.

Entered into this the _____ day of _____, 20__

_____ _____

Vice President for Finance and Administration
St. Bonaventure University

Superintendent/Head of School

Sydney Beeman
Safe Kids Program Coordinator
Southern Tier Health Care System Inc.
[redacted]

August 24, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in forming a community partnership with Olean Academy. I am speaking on behalf of Southern Tier Health Care System Inc., a lead agency for Safe Kids Southern Tier New York. Our focus is on keeping children safe by providing education and resources to reduce common preventable childhood injuries, including drownings, poisonings, and bike falls. We would be able to support your school by executing the following components:

- Providing injury prevention education opportunities, such as First Aid/AED/CPR classes, Home Alone Safety Courses, and Babysitter Trainings.
- We may also provide safety resources like helmets and cabinet locks to children and families in need.

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our partnership for next school year.

Sincerely,

[redacted]

Sydney Beeman
Safe Kids Program Coordinator

OLEAN ACADEMY
COLLABORATION AGREEMENT

This contract contains all of the items of agreement between the Olean Academy in Olean, New York and the Starbridge (hereinafter the "Contractor") 1650 South Avenue, Suite 200, Rochester, New York 14620.

For the purpose of this Agreement, the Contractor is and shall in all respects be considered an independent contractor and may be referred to as an independent contractor. The Contractor, agents or employees shall not hold themselves out or claim to be officers or employees of the District. All communication regarding programmatic aspects of the program and dissemination of such information must be pre-approved by the Director of Special Education. In addition, all program structures, processes and procedures are to be approved by the Director of Special Education. Finally, the Contractor and the Coordinator shall maintain confidentiality relative to students of Olean Academy in accordance with FERPA law and regulations.

I. SERVICES TO BE PERFORMED

The Contractor agrees to render the following services to the District:

- Provide resources and workshops for families
- Connect families to internal resources Provide staff development

II. TERM OF CONTRACT

This contract will be in effect, beginning on September 1, 2022 and ending on June 30, 2024. Said contract will renew for additional full twelve-month periods by written approval of both parties.

III. USE OF MATERIALS

It is agreed that all materials used in the performance of this Contract, will be provided by the Contractor.

It is further agreed that all materials used and information developed, relative to Olean Academy, in the performance of this contract are to be treated as confidential and are not to be used for teaching or other purposes unless prior written approval has been given by the CEO/President of the Contractor.

It is further agreed that materials used and information developed in the performance of this contract shall not be used for publication or other forms of dissemination without the prior written approval of the CEO/President of the Contractor.

IV. INDEMNIFICATION

The Contractor agrees to indemnify, defend and hold harmless the District and their respective individual members, employees, directors, officers, agents and representatives from and against any and all claims, demands, judgments, damages, expenses, losses, liabilities, or costs of any kind or nature, including, without limitation, court costs and reasonable fees and disbursements of legal counsel in connection with any investigative, administrative, or judicial proceeding commended or threatened, that may be imposed on, asserted against or incurred by the District or which the District may suffer or be required to pay by reason of or in consequence directly or indirectly, as a result of negligence or a breach the obligations of the Contractor and/or Coordinator, their agents, employees or officers in fulfillment of this Agreement.

The District agrees to indemnify and hold harmless the Contractor and their agents from and against any and all claims, demands, judgments, damages, expenses, losses, liabilities, or costs of any kind or nature, including, without limitation, court costs and reasonable fees and disbursements of legal counsel in connection with any investigative, administrative, or judicial proceeding commended or threatened, that may be imposed on, asserted against or incurred by the Contractor or which the Contractor may suffer or be required to pay by reason of or in consequence, directly or indirectly, as a result of negligence or a breach of the obligations of the District and their respective individual members, employees, directors, officers, agents and representatives in fulfillment of this Agreement.

V. ASSIGNMENT PROHIBITED

It is understood and agreed that this Contract contemplates the particular professional experience and skill of the Contractor and Coordinator selected for the work, and this Contract shall not be assigned in whole to in part the Contractor without the prior consent in writing of the District's Board of Education.

VI. REGULATIONS

Both the Contractor (and Assigned Coordinator) and the District shall be required to comply with all rules and regulations of a Federal, State, County and town nature and of the State Education Department of the State of New York with regard to the operation of such program.

VII. TERMINATION

This agreement may be canceled by the District at any time if the services to be rendered are not supplied by the Contractor or for any other reason by the District upon 30 days written notice to the Contractor.

_____ Date: _____

President/CEO Starbridge Services Inc.

[redacted] Date: 8/18/2022

Olean Academy
Public Contact

_

1. Complete two (2) copies with original signatures, ensuring any blank not used is marked "N/A".
2. Provide copies to:
   - The District's originating office
   - The Contractor

Wed, Jun 29, 3:41 PM

Keri Kerpe [redacted]

to me, Vito

Hi, Shannon. Per your conversations with Vito and me this afternoon, please let this email serve as an official notice to you that I, as Administrator of the Olean Area Transit System, do indeed intend and agree to speak with you and your colleagues in the future on transportation needs and service in relation to the Olean Academy.

Please let me know if I can be of further assistance to you at this time.

Keri

Keri L. Kerper

Community Development Program Coordinator

City of Olean

Department of Community Development

[redacted]

From: Keri Kerper

Sent: Wednesday, June 29, 2022 3:38 PM

To: Angelo Ingrassia [redacted]; 'Lauren Grimm' [redacted]; 'oleanacademy@gmail.com' [redacted]

Subject: Mall Property-Potential Tenant

Angelo-

I had the pleasure of speaking with Shannon McIntyre this afternoon. She and her colleagues are in the process of opening Olean Academy Charter School. They are well on their way in the approval process and we were discussing transportation needs/options. During the phone call, it hit me that the location that I believe would be best suited is your property located at 400 North Union Street. I gave her some background and information on your efforts to date. I'm letting this email serve as an introduction. Shannon can be reached at 716-436-8099 and she is also copied on this correspondence.

Thank you.

Keri

Keri L. Kerper

Community Development Program Coordinator

City of Olean

Department of Community Development

CATTARAUGUS COUNTY HEALTH DEPARTMENT

1 Leo Moss Drive, Olean, NY 14760, Tel. (716)373-8050, Fax (716) 701-3737

Public Health
Prevent. Promote. Protect.
Cattaraugus County Health Department
Established 1923

Kevin D. Watkins, M.D., MPH, *Public Health Director*

Gilbert N. Witte, M.D.
Medical Director

Colette Lulay-Pound
Administrative Officer

Matthew E. Tyssee
Public Health Educator
[redacted]

August 10th, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express interest in forming a community partnership with Olean Academy. The name of my organization is the Cattaraugus County Department of Health, and our major focus is health education.

We would be able to support your school with executing the following components:
- General Health Education (hygiene, dental, sun safety, etc.)
- Reproductive Health Education
- Mental and Physical Health and Wellness Education
- CATCH My Breath Vaping and Cigarette Education

I support the approval of Olean Academy to serve students in the Olean district. I value the mission and approach of Olean Academy and would be pleased to see a school of choice in the community, and look forward to our partnership for next school year.

Sincerely,

[redacted]

Matthew E. Tyssee
Public Health Educator

The Parent Education Program, Inc.

234 North Union Street • Olean, New York 14760
Telephone 716-372-8624 or 1-800-359-6610 • Fax 716-372-8640
Aimee Siperek, CEO
ParentEdP@aol.com

May 24, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Dear Ms. McIntyre,

I am writing to express my support for Olean Academy. The Parent Education Program supports educational opportunities and options, and believes that Olean Academy will be an asset to the community. We are hopeful that Olean Academy will provide such an educational choice to families.

It is my understanding their tenets pledge to offer a grounded, value-based environment where students are accountable for their choices, include families and community members in school choices to promote student success at home, in school and in the community, and to vigorously work to create an academic learning environment that uses research-based teaching practices. They have described the defined curriculum as an integrated approach to teaching a STEAM curriculum that will prepare students for success in both college and career, and create contributing, connected citizens.

I support the approval of Olean Academy for students in the Olean district, and welcome a school of choice in the community.

Sincerely,

[redacted]

Aimee Siperek
CEO

TOM REED
23RD DISTRICT, NEW YORK

COMMITTEE ON
WAYS AND MEANS

SUBCOMMITTEE ON SOCIAL SECURITY, REPUBLICAN LEADER
SUBCOMMITTEE ON HEALTH
SUBCOMMITTEE ON WORKER FAMILY SUPPORT

Congress of the United States
House of Representatives
Washington, DC 20515

WASHINGTON, DC OFFICE
2263 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515–3223
PHONE: (202) 225–3161

www.Reed.House.gov

PROBLEM SOLVERS CAUCUS, CO-CHAIR
MANUFACTURING CAUCUS, CO-CHAIR
DIABETES CAUCUS, CO-CHAIR

April 22, 2022

Shannon McIntyre
Public/Media Contact
218 N. 2nd Street
Olean, NY 14760

Re: Support for Olean Academy

Dear Ms. McIntyre:

I am pleased to provide this letter of support to Olean Academy in support of their charter school application to New York State.

Olean Academy will be a K-12 institution providing educational choice to the Olean community with a focus on STEAM principles. The Academy will offer a grounded, value-based environment with a curriculum focused on STEAM and will prepare students to be college and career ready.

If approved Olean Academy could open as early as September 2024, and provide an engaging and challenging curriculum grounded in science, technology, engineering and math.

I urge the New York State Department of Education to give full and fair consideration to this request as a matter of education. Please do not hesitate to contact my office with any questions.

Sincerely,

[redacted]

Tom Reed
Member of Congress

TR: tw

CORNING DISTRICT OFFICE
89 WEST MARKET STREET
CORNING, NY 14830
PHONE: (607) 654–7566

GENEVA DISTRICT OFFICE
433 EXCHANGE STREET
GENEVA, NY 14456
PHONE: (315) 759–5229

JAMESTOWN DISTRICT OFFICE
2 EAST 2ND STREET, SUITE 208
JAMESTOWN, NY 14701
PHONE: (716) 708–6369

OLEAN DISTRICT OFFICE
1 BLUEBIRD SQUARE
OLEAN, NY 14760
PHONE: (716) 379–8434

A. Kindergarten to Grade 4

Kindergarten Core Subjects and SEL: Students will meet the general expectations stated in the Common Core and Next Generation Learning Standards for New York for each subject through the following major key standards listed[1]. Each subject list of standards, listed per the committee's request, is pre-planned into the specific months to ensure continuity and specific spiraling under the umbrella-like themes and skills (https://docs.google.com/document/d/1KwXaMDGiRkH6qfdn0z24hHnZmU--Esuh/edit?usp=sharing&ouid=108969321647343888108&rtpof=true&sd=true). Per the overview under Section B. Curriculum, this allows teachers to individualize instruction to ensure that key skills will be addressed in Reading, Math, Social Studies, Science, and SEL. SWD, ELL and ED students will receive supplemental support similar to that in Grades K-4 due to scheduling allowing for students to attend courses at a grade level above or below. AIS support may include students from multiple grade levels addressing one skill, for example.

In order to support the designed curriculum for Kindergarten the teachers will use manipulatives combined with a variety of printed materials, primary, and secondary source text including but not limited to: Teacher selected Picture Books, The National Archives, Docteach, Spartacus Educational, Scholastic Reading, Reading A-Z, and others. as well as the Next Generation Standards aligned Continental English and Math Workbooks.

Teachers will reevaluate the curriculum during planning meetings to adjust the placement of standards, the effectiveness of spiraling, and the overall ease in planning.

Kindergarten: Major Skill Used: Theme Used

September: *Identifying-Patterning:* Friendship and the New Year
October: *Patterning:* The World Around Me**(Olean History: Trains and Transportation)**
November: *Connecting:* Life Cycles and Food **(Visit: Pfeiffer Nature Center, Catt. County SPCA)**
December: *Cause and Effect:* Making Good Choices
January: *Compare and Contrast:* Exploring the World and our Senses
February: *Expanding:*Our Community and Animals within it **(African American Cultural Center)**
March: *Application:* Feelings
April: *Sequencing:* Healthy Eating **(Speaker: Olean Arborist/ Tree Leaf ID Book)**
May: *Summarizing:* The Earth**(Plant and Manage Orchard)**
June: *Informing:* Water and Review of all Units
Integrated Projects: STEM Integrated Project: Plant and Manage Orchard
Class Project: Video Yearbook

ELA/Language Arts

- The student will be able to recognize several words that have the same beginning sound.
- The student will be able to isolate and pronounce initial, medial, and final sounds in CVC words.
- The student will be able to read common high-frequency words by sight.
- The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading.
- The student will be able to recognize and produce rhyming words.
- The student will be able to answer questions with complete sentences.

[1] http://www.nysed.gov/content/new-york-state-common-core-learning-standards

- The student will be able to ask questions about key details in class.
- The student will be able to produce and expand complete sentences in shared language activities.
- The student will be able to recognize and name end punctuation.
- The student will be able to distinguish between uppercase and lowercase letters.
- The student will be able to write complete sentences.
- The student will be able to participate in shared research and writing projects.
- The student will be able to capitalize the first word in a sentence and the pronoun I.
- The student will be able to compare and contrast the adventures of characters in familiar stories.
- With support, the student will be able to identify the characters, settings, and major events of a story.
- The student will be able to recognize common types of texts (storybooks, poems, etc.)
- The student will be able to read emergent-reader texts with purpose and understanding.

Mathematics:

- The student will be able to count with 1:1 correspondence from 0 - 30.
- The student will be able to demonstrate an understanding of addition with numbers up to 30.
- The student can demonstrate "more" and "less" utilizing objects.
- The student will be able to compare and contrast objects by length and properties.
- The student will be able to create complex patterns.
- The student will be able to demonstrate an understanding of subtraction with numbers up to 10.
- The student will be able to demonstrate an understanding of simple graphing.
- The student will be able to compose simple shapes to form larger shapes (Can you join these two triangles with full sides touching to make a rectangle?)
- The student will be able to describe relative positions including above, below, beside, in front of, behind, and next to.
- The student will be able to tell time hourly and be familiar with time by the half hour.

Science

- The student utilizes direction words to reach a target.
- The student will demonstrate the ability to observe and identify.
- The student will be able to identify question words to make discoveries.
- The student will be able to identify basic similarities and differences between two objects.
- The student will be able to observe and identify points on a graph.
- The students will be able to identify descriptive words such as straight, curved, happy, sad, etc.
- The students will be able to make observations about their community and its environment.
- The student will be able to use scientific tools to create a finished product.

School Values/Emotional Growth

- The student will be able to speak audibly and express thoughts, feelings, and ideas clearly.

- The student will be able to express interest and ask relevant questions related to the topic being discussed.
- The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.
- The student will be able to listen and respond to others in a variety of contexts.
- The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.

Grade 1 Core Subjects and SEL: Students will meet the general expectations stated in the Common Core and Next Generation Learning Standards for New York for each subject through the following major key standards listed.[2] Each subject list of standards, listed per the committee's request, is pre-planned into the specific months to ensure continuity and specific spiraling under the umbrella-like themes and skills (https://docs.google.com/document/d/1KwXaMDGiRkH6qfdn0z24hHnZmU--Esuh/edit?usp=sharing&ouid=108969321647343888108&rtpof=true&sd=true). Per the overview under Section B. Curriculum, this allows teachers to individualize instruction to ensure that key skills will be addressed in Reading, Math, Social Studies, Science, and SEL. SWD, ELL and ED students will receive supplemental support similar to that in Grades K-4 due to scheduling allowing for students to attend courses at a grade level above or below. AIS support may include students from multiple grade levels addressing one skill, for example.

In order to support the designed curriculum for Kindergarten the teachers will use manipulatives combined with a variety of printed materials, primary, and secondary source text including but not limited to: Teacher selected Picture Books, The National Archives, Docteach, Spartacus Educational, Scholastic Reading, Reading a-z, and others. as well as the Next Generation Standards aligned Continental English and Math Workbooks.

Teachers will reevaluate the curriculum during planning meetings to adjust the placement of standards, the effectiveness of spiraling, and the overall ease in planning.

Grade 1: Major Skill Used: Theme Used
September: *Cause and Effect:* Back to School/Systems
October: *Patterning*: Animals: **(Visit: Canticle Farms/ Seed Packets)**
November: *Sequencing:* Senses : **(Build Raised Bed Garden, Catt. County SPCA)**
December: *Expanding:* Healthy Eating
January: *Compare and Contrast:* Seasons and the Earth
February: *Expanding:* Space/Weather **(African American Museum)**
March: *Application:* Gardening **(Visit: Seneca Nation Museum)**
April: *Summarizing:* Local Newspapers (Process) **(Speaker: Olean Times Herald)**
May:*Compare and Contrast:* Newspapers in the World (Plan) **(Olean History Visit: Newspapers)**
June: *Informing:* Our Newspaper (Production)

Integrated Projects: STEM Integrated Project:Creatively Design a Formally Published Poetry Piece, Exploring Printing Machinery Throughout Time, Engineer a Raised Garden Bed
Class Project: Poetry Publication

[2] http://www.nysed.gov/content/new-york-state-common-core-learning-standards

Language Arts/ELA

- The student will be able to reflect on his or her progress and growth within reading and language arts by maintaining a reading journal.
- The student is able to identify synonyms and antonyms of key vocabulary.
- The student is able to ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently.
- The student will be able to locate words within dictionaries and glossaries.
- The student will be able to use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently.
- The student will be able to talk or write words/sentences about the illustrations and details from a fiction text read independently, to describe its characters, setting, or events.
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify the important information existing within a text.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally and/or in written form.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to identify nouns, verbs, and adjectives, as well as expand sentences verbally.
- The student will be able to participate in shared reading and writing projects that include the introduction of poetry patterns (review of April).
- The student will be able to read emergent-reader texts with purpose and understanding.
- The student will be able to write a list of instructions modeling a pattern created by the teacher.
- The student will be able to record factual information, not necessarily using own thoughts.
- The student will be able to write in clear sentences using full stops and capital letters.
- The student will be able to identify syllables and split familiar words in parts.
- The student will be able to demonstrate a clear understanding of phonics sounds, consonant/vowel blends, and digraphs.
- The student will be able to use a sentence frame to ask and respond to question words (who, what, when, where, why, how). Example: Why are you happy today? I am happy because…
- The student will be able to distinguish between upper and lower case letters.
- The student will be able to capitalize the first word in a sentence and the pronoun "I".

Mathematics

- The student will be able demonstrate a knowledge of addition and subtraction facts up to 20 by heart.
- The student will be able to solve simple puzzles, generalize and predict from simple patterns and relationships.
- The student will be able to organize coins of different values and use the proper notation for money.
- The student will be able to recognize odd and even numbers.
- The student will be able to choose and use multiple math strategies to solve problems.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will demonstrate an understanding of place value up to 1000.
- The student will understand addition and subtraction with proper signs up to 1000.
- Students will be able to use multiple Math strategies to solve problems.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to tell time by the quarter, half, and full hour.
- The student will be able to use a ruler and the “Math Ruler” to draw and measure.
- The student will be able to estimate, measure, and compare lengths, masses, or capacities using similar units and measuring equipment.
- The student will be able to group up to 100 objects in a variety of ways.
- The student will demonstrate an understanding of place value up to 100.
- The student will be able to count by 2s, 5s, and 10s up to 100.
- The student will understand that subtraction is the inverse of addition.
- The student will be able to solve problems and organize information by using simple lists, tables, pictograms.
- The student will be able to use mathematical vocabulary to describe position, direction, and movement.
- The students will be able to identify 2 and 3 dimensional shapes

Science

- The student will be able to identify the properties of plants and animals in .New York, or an overseas environment (rainforest and temperate forest)
- The student will be able to identify the properties of solids and liquids in context of air and weather within the environment.
- The student will be able to identify environmental factors that contribute to a healthy lifestyle including, but not limited to air, water, food (vegetables and fruits that are grown), etc. in New York, or an overseas environment.

- The student will be able to identify and compare and contrast the properties of plants and animals in New York, or an overseas environment (rainforest and temperate forest) with those found in other parts of the world (Africa, Europe, Australia/New Zealand, North America, South America, and other parts of Asia).
- The student will be able to explain how the water cycle directly affects plant and animal life, as well as the reasons why recycling and conservation should be a focus individually and as a community.
- The student will work in a cooperative group to write (in persuasive form) the advantages of having a school garden and why the Grade 1 class would be the best at maintaining the grounds.
- The student will make written observations and, based on those observations, maintain the school garden**.**
- **School Values/Emotional Growth**
- The student will be able to express his or her personal opinions in a respectful way.
- The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.
- The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.
- The student will be able to express interest and ask relevant questions related to the topic being discussed.
- The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.
- The student will be able to listen and respond to others in a variety of contexts.
- The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.

Grade 2 Core Subjects and SEL: Students will meet the general expectations stated in the Common Core and Next Generation Learning Standards for New York for each subject through the following major key standards listed.[3] Each subject list of standards, listed per the committee's request, is pre-planned into the specific months to ensure continuity and specific spiraling under the umbrella-like themes and skills (https://docs.google.com/document/d/1KwXaMDGiRkH6qfdn0z24hHnZmU--Esuh/edit?usp=sharing&ouid=108969321647343888108&rtpof=true&sd=true). Per the overview under Section B. Curriculum, this allows teachers to individualize instruction to ensure that key skills will be addressed in Reading, Math, Social Studies, Science, and SEL. SWD, ELL and ED students will receive supplemental support similar to that in Grades K-4 due to scheduling allowing for students to attend courses at a grade level above or below. AIS support may include students from multiple grade levels addressing one skill, for example.

In order to support the designed curriculum for Kindergarten the teachers will use manipulatives combined with a variety of printed materials, primary, and secondary source text including but not limited to: Teacher selected Picture Books, The National Archives, Docteach,

[3] http://www.nysed.gov/content/new-york-state-common-core-learning-standards

Spartacus Educational, Scholastic Reading, Reading a-z, and others. as well as the Next Generation Standards aligned Continental English and Math Workbooks.

Teachers will reevaluate the curriculum during planning meetings to adjust the placement of standards, the effectiveness of spiraling, and the overall ease in planning.

Grade 2: Major Skill Used:Theme Used

September: *Cause and Effect:* Back to School/Systems
October: *Sequencing (Cycles):* Plants: Senses and Observations:(**Union Street Trash Pick Up)**
November: *Compare and Contrast:* Animals: Senses and Observations **(Visit: Catt.County SPCA)**
December: *Author's Purpose:* Healthy Eating (Hospital Visit)
January: *Analyzing:* The Earth (Land and Water)
February: *Expanding:* The Earth and Space (Planets)**(African American Museum)**
March: *Application*:Baking and Cooking **(Visit: Seneca Nation Museum)**
April: *Summarizing:* Occupations and Future**(Olean History Visi/Speaker: Local Government)**
May: *Inferencing :* Newspapers in the World (Planning with Grade 1)
June: *Informing:* Our Newspaper (Production with Grade 1)

Integrated Projects: STEM Integrated Project: Collaborating with Community Members to Operate Technology to Communicate with Hearing Impaired Individuals, Design and Build a School Recycling Program, Use Critical Thinking to Develop a System for Community Trash Pick-up
Class Project: Pen Pals (Online and Offline): Videopals: St. Mary's of The Deaf Elementary School (Deaf students and communication)

Language Arts

- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to plan, draft, and produce a factual document that uses a system to convert factual text to the student's own words (reinforcing synonyms and antonyms).
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)

- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to identify “fluency” in an author’s writing and begin to demonstrate development of it in his or her own writing.
- The student will be able to identify “voice“fluency” in an author’s writing and begin to demonstrate development of it in his or her own writing.
- The student will use a systematic way of developing text beyond three sentences (Beginnings of paragraph writing).
- The student will be able to, with guidance and support, use editing tools and strategies to improve writing.

Math

- The student will be able to demonstrate the ability to estimate beyond 99.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to group objects by like properties.
- The student will be able to explore and predict slides, flips, and turns of two dimensional shapes.
- The student will be able to experiment and compose/decompose two-dimensional and three dimensional shapes both regular and irregular.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2,¼,2/4, ¾, 4/4, 1/10) and decimals(.50, .25, .10)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.

- The student will be able to count by 2s, 3s, 5s, and 10s up to 100.
- The student will be able to use appropriate mathematical terms, vocabulary and language.
- The student will be able to recognize patterns and connections with their everyday experiences.
- The student will be able to justify mathematical claims through the use of reasoning, logic, and proven mathematical facts.
- The student will be able to recognize and be able to use RM (Ringgit .New York, or an overseas environment) up to and including 20 RM bills.
- The student will be able to use specific mathematical strategies to solve addition and subtraction problems including number families, related facts, inverse operations, addition doubles, doubles plus one and “mental math” based on a 100s chart.

Science:

- The student will be able to demonstrate the ability to question, internally and externally, to identify problems and solutions.
- The student will be able to apply a systematic approach when solving problems.
- The students will evaluate each other’s project components and question each other to encourage productive improvement of class activities and projects in a constructive way.
- The student will be able to understand the parts of trees and plants and their purpose.
- The student will be able to demonstrate an understanding of a plant’s life cycle.
- The student will be able to demonstrate an understanding of composting and recycling and explain the advantages.
- The student will be able to understand the parts of animals and their purpose (evolution based on habitat).
- The student will be able to demonstrate an understanding of an animal’s life cycle.
- The student will be able to demonstrate an understanding of composting and recycling and explain the advantages regarding animal life and sustaining human life.
- In a cooperative group with a set systematic approach, the student will be able to use skills such as measurement (review fractions and fraction ruler and introducing weight metric and imperial) to research and create a notably “healthy” recipe to be made inside school.
- Students will be able to explain their reasoning and logic throughout the process.
- The students will be able to explore, using skills such as compare and contrast, the differences between landforms and water in New York, or an overseas environment and those in other countries incorporating measurement and weight.
- The students will apply the paragraph writing strategies learned through the penpals project with a Science topic.
- The students will be able to explore, using skills such as compare and contrast, the differences between landforms and water on Earth and on other planets.
- The students will be able to use previously acquired information and skills, systematic research, as well as a reflection on their last cooking endeavor, to select and prepare recipes from countries around the world.

School Values/Emotional Growth

- The student will be able to demonstrate the desire to support and assist others beyond those who are familiar to him or her.
- The student will be able to express his or her personal opinions in a respectful way.
- The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.
- The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.
- The student will be able to express interest and ask relevant questions related to the topic being discussed.
- The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.
- The student will be able to listen and respond to others in a variety of contexts.
- The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.

Grade 3 Core Subjects and SEL: Students will meet the general expectations stated in the Common Core and Next Generation Learning Standards for New York for each subject through the following major key standards listed.[4] Each subject list of standards, listed per the committee's request, is pre-planned into the specific months to ensure continuity and specific spiraling under the umbrella-like themes and skills (https://docs.google.com/document/d/1KwXaMDGiRkH6qfdn0z24hHnZmU--Esuh/edit?usp=sharing&ouid=108969321647343888108&rtpof=true&sd=true). Per the overview under Section B. Curriculum, this allows teachers to individualize instruction to ensure that key skills will be addressed in Reading, Math, Social Studies, Science, and SEL. SWD, ELL and ED students will receive supplemental support similar to that in Grades K-4 due to scheduling allowing for students to attend courses at a grade level above or below. AIS support may include students from multiple grade levels addressing one skill, for example.

In order to support the designed curriculum for Kindergarten the teachers will use manipulatives combined with a variety of printed materials, primary, and secondary source text including but not limited to: Teacher selected Picture Books, The National Archives, Docteach, Spartacus Educational, Scholastic Reading, Reading a-z, and others. as well as the Next Generation Standards aligned Continental English and Math Workbooks.

Teachers will reevaluate the curriculum during planning meetings to adjust the placement of standards, the effectiveness of spiraling, and the overall ease in planning.

Grade 3: Major Skill Used:Theme Used

September: *Cause and Effect:* Back to School/Systems
October: *Identifying:* Main Idea and Details: Ecosystems in Olean and the World**(Visit/Speaker: John Policastro Farm)**
November: *Inferencing:* Human Body and Systems (Hospital) **(African American Museum)**
December: *Compare and Contrast:* Healthy Eating : **Hatch and Manage Chickens**
January: *Author's Purpose:* Baking and Cooking Electricity and Magnetism***(Restaurant?)***
February: *Expanding:* Matter and Energy

[4] http://www.nysed.gov/content/new-york-state-common-core-learning-standards

March: *Application:* Prehistoric Time Periods**(Visit: Seneca Nation Museum)**
April: *Summarizing*: Ancient History
May: *Analyzing: Explorers***(Visit: Olean History Museum- Olean Discovery/ Civil War)**
June: *Informing:* Modern Era**(Funding Pending Visit: Visit CRCS Turkey and Deer Facility)**

Integrated Projects: STEM Integrated Project: Collaborate with the Community to Design and Publish a Monthly School Newspaper, Exploring Measurement and Engineering Concepts to Design and Build a Home to Hatch Chickens and Raise Chickens
Class Project: Monthly Newspaper

Language Arts

- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will systematically investigate grammar differences in stories including spelling (British vs. Non-British), statements vs. questioning, and adjectives vs. adverbs.
- The student will use a variety of editing strategies to ensure punctuation (commas, periods, and apostrophes) and grammar (nouns, verbs, adjectives, and adverbs) are correct.
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- The student will be able to infer the underlying theme or message of written text and videos.
- The students will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, Text to World)
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text.)

- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to use the “Expanded Sentence Pattern” structure and, through writing, expand a simple sentence.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use context clues to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to recognize the differences among the genres of stories, poems, and plays.
- The student will be able to evaluate the content of writing for author’s purpose, important and unimportant details, events, fact or opinion.
- The students will be able to identify and describe a variety of texts and their components (problem and solution/ cause and effect, alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The students will be able to identify and describe a variety of texts and their components (alphabetical order, diagram analysis, characters, plot, setting, order of steps, labels, author, index, table of contents, headings, etc.)
- The student will be able to locate and use library media resources to acquire information and assistance, including the system of “alphabetical order”.
- The student will be able to recognize and use organizational features, such as a table or contents, indexes, page number, chapters, charts, tables, graphs, maps, notes and other visuals to complete projects, assignments, and to problem-solve.
- The student will be able to explore the different processes of reading silently and reading aloud as systems of learning.
- The student will use graphic organizers to record and interpret components of a variety of texts.

Math

- The student will be able to explain his or her mathematical reasoning in a logical and organized way in written and/or oral format.
- The student will be able to define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) including words like fact, corner, side, angle, etc.
- The student will be able to define and use correct terminology when referring to 3-D shapes (cube, cylinder, sphere, prism, and cone) including words like fact, corner, side, angle, etc.
- The student will be able to construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45 degrees, 180 degrees, and 360 degrees.
- The student will explore using area and perimeter, and the system of formulas, to solve word problems.
- The student will explore the use of tools of measurement for length including those that are metric and imperial.
- The students will use the “Math Ruler” to help determine fractions of the units for length.
- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as, teaspoon, tablespoon, cups.
- The students will use the “Math Ruler” to help determine fractions of the units for capacity and weight.
- The student will be able to memorize and be able to explain the logic behind 9s multiplication facts.
- The student will be able to estimate up to 500.
- The student will be able to memorize and be able to explain the logic behind 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complimentary division facts (to progress until two and three digit by one digit facts are able to be completed).
- The student will be able to demonstrate an understanding of the commutative property in addition and multiplication.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with support.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will be able to tell time by the minute and explore elapsed time.
- The student will be able to use complex patterns, symbols, and/or mathematical vocabulary to solve problems and offer explanations for reasoning.
- The student will be able to use <, >, = to compare numbers up to 1000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)

- The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2, ¼, 2/4, ¾, 4/4, 1/10) and decimals (.50, .25, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will be able to demonstrate an understanding of place value up to 1000.
- The student will be able to understand addition and subtraction with proper signs up to 1000.
- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write whole numbers to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.
- The student will be able to use tangrams to create shapes and pictures, as well as smaller shapes to create larger ones.
- The student will increase spatial awareness through the use of objects, shapes, and the process of transferring types of information including pictures.

Science and Humanities

- The student will identify major characteristics of cultures where explorers came from, as well as the driving reasons why explorers left their home countries.
- The student will be able to use the summarizing process to write a biography for an explorer.
- The student will be able to identify major points in New York, or an overseas environment history that have supported the previously learned reasons for exploration.
- The student will explore timelines and major points throughout the Earth’s history during the Ancient Time Period.
- The student will be able to use the Summarizing Process to identify major differences among cultures of that time.
- The student will be able to identify and analyze animals, plants, geography, natural resources, climate change and other factors across the world during the Ancient Time.

- The student will explore timelines and major points throughout the Earth's history during the Prehistoric Time Period.
- The student will be able to identify simple machines, their uses, and predict the results of their use.
- The student will be able to identify and analyze animals, plants, geography, natural resources, climate change and other factors across the world during the Prehistoric Time.
- The students will independently prepare a Science Fair Project, according to the process previously mastered, to support the school's Science Fair.
- The students will research, identify, and use the inquiry process (Scientific Method) to conduct an experiment involving light and/or magnetism (including reflection, refraction, positive and negative charges (protons, neutrons, and electrons), transparent, translucent, and opaque conduction, friction, solar-power, gravity, etc.).
- The students will demonstrate an understanding of the cooking and baking process in terms of how energy (electricity) supports an oven, microwave, etc.
- The students will research, identify, and use the inquiry process (Scientific Method) to conduct an experiment involving matter and/or energy (including solids, liquids, gasses, melting, freezing, condensation, precipitation.).
- The students will demonstrate an understanding of the cooking and baking process in terms of how energy (electricity) supports an oven, microwave, etc.
- The student will use prior knowledge to explore ways that humans eat healthy across the world.
- The student will compare and contrast healthy and unhealthy food choices, as well as explore the results of unhealthy choices.
- The students will research, identify, and use the inquiry process (Scientific Method) to conduct an experiment involving healthy eating to demonstrate the results of eating in an unhealthy manner.
- The student will use mathematical reasoning to demonstrate portion control with regards to healthy eating.
- The students will directly link previously learned facts to healthy eating: how to eat healthy, ways to improve one's lifestyle, etc.
- The student will be able to identify the major parts of the human body, as well as the components of the human body systems.
- The students will be able to identify the major needs of a healthy human body.
- The students will draw conclusions about ecosystems around the world including those about diversity, adaptation, and behavior.
- The student will be able to identify major similarities and differences between systems throughout living and nonliving things.
- The student will be able to identify the components of an ecosystem and how geographical systems (landforms and soil) and ecosystems (plants and animals) operate.
- The students will review cardinal directions and use those and mapping skills to identify the locations of specific ecosystems around the world.

- The students will be able to identify natural resources that occur on continents across the world.
- The students will draw conclusions about geographic systems and ecosystems around the world.
- The student will be able to identify major similarities and differences between geographic, human, and animal systems within an ecosystem.
- The student will be able to identify systems of government around the world and the advantages and disadvantages of each.
- The student will be able to relate a system of government to the classroom structure and offer reasoning and logic as to why the classroom operates as it does.

School Values/Emotional Growth

- The student will be able to demonstrate the desire to support and assist others beyond those who are familiar to him or her.
- The student will be able to express his or her personal opinions in a respectful way
- The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.
- The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.
- The student will be able to express interest and ask relevant questions related to the topic being discussed.
- The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.
- The student will be able to listen and respond to others in a variety of contexts.

The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.

The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions.

Grade 4 Core Subjects and SEL: Students will meet the general expectations stated in the Common Core and Next Generation Learning Standards for New York for each subject through the following major key standards listed. Each subject list of standards, listed per the committee's request, is pre-planned into the specific months to ensure continuity and specific spiraling under the umbrella-like themes and skills (https://docs.google.com/document/d/1KwXaMDGiRkH6qfdn0z24hHnZmU--Esuh/edit?usp=sharing&ouid=108969321647343888108&rtpof=true&sd=true). Per the overview under Section B. Curriculum, this allows teachers to individualize instruction to ensure that key skills will be addressed in Reading, Math, Social Studies, Science, and SEL. SWD, ELL and ED students will receive supplemental support similar to that in Grades K-4 due to scheduling allowing for students to attend courses at a grade level above or below. AIS support may include students from multiple grade levels addressing one skill, for example.

In order to support the designed curriculum for Kindergarten the teachers will use manipulatives combined with a variety of printed materials, primary, and secondary source text including but not limited to: Teacher selected Picture Books, The National Archives, Docteach,

Spartacus Educational, Scholastic Reading, Reading a-z, and others. as well as the Next Generation Standards aligned Continental English and Math Workbooks.

Teachers will reevaluate the curriculum during planning meetings to adjust the placement of standards, the effectiveness of spiraling, and the overall ease in planning.

Grade 4: Major Skill Used: Theme Used
September: Cause and Effect: Back to School/Systems/Scientific Method
October: Identifying: Main Idea and Details: Ecosystems in the World (Rocks & Minerals/Matter) (October) **(Speaker/Visit: Cornell Cooperative Extension/Beekeeping)**
November: Inferencing/Author's Purpose: Government and Citizenship (Local Government Office) **(African American Museum)(Visit: Olean History Museum Government)**
December: Compare and Contrast: Healthy Eating and Community Service
January: Expanding: Matter, Energy and Light: link to community and natural resources
February: Application: Baking and Cooking Electricity and Magnetism (Restaurant)
March: Analyzing: Stone Age (March) **(Create Polinator and Garden Seed Bombs)**
April: Summarizing (using important information): Bronze Age
May: Summarizing (using systematic application): Iron Age
June: Informing/Prediction/ForesightModern Era **(Visit: Seneca Nation Museum)**

Integrated Projects: STEM Integrated Projects: Spiraled Learning Opportunity to Publish Writing with Grade 1 and Deeper Dive Into Exploring The History of Machinery, Identify a Develop a Professional Relationship with a, Volunteer Organization to Collaboratively Support Community Efforts, Engineer and Build Mason Bee Houses to Support the Local Agriculture
Class Project: Short-Story Publication Online/ Chapters for Full-Length BookSummarizing

Language Arts:
- The student will be able to verbally explain decoding strategies, comprehension strategies, and connection strategies that directly apply to his or her way of learning and why.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies in a respectful tone and logical order with reasoning.
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to infer the underlying theme or message of written text and videos.
- The student will compare and contrast characters, plot, and setting from literary works using a systematic method of graphic organizers and questions.
- The student will be able to systematically investigate grammar differences in stories including spelling (British vs non-British), statements vs. questioning, and adjectives vs. adverbs.)
- The student will be able to use set comprehension strategies to monitor his/her own reading (predict/confirm, rereads, vocabulary and phonics strategies, self-correct, etc.)
- The student will be able to offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems.
- The student will be able to lead and participate in discussions about texts by integrating multiple strategies using a respectful tone and in a logical order with reasoning.

- The student will be able to systematically analyze information and identify only the important information from a text to create a summary paragraph.
- The student will be able to use summarizing strategies (identifying only the important information, creating a list, and using that list to develop a single sentence) to identify the author's purpose.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and defect, problem and solution, compare and contrast and other story patterns.
- The student will be able to use information identified as important to write the main idea and details of a story, as well as answer specific questions about cause and effect, problem and solution, compare and contrast, and other story patterns.
- The student will be able to predict and infer results from stated and implied information in a systematic way (Understanding how to identify important information from a text).
- The student will be able to use context clues to determine text structures including cause and effect, fact and opinion, time sequence, directions, etc.
- The student will be able to use the "Expanded Sentence Pattern" structure and, through writing, expand a simple sentence.
- The student will be able to demonstrate the ability to organize, plan, and execute steps as an individual, in pairs, and in a small group according to the cooperative learning framework set by the teacher.
- The student will be able to identify nouns (proper and common), verbs, and adjectives in the context of complete sentences and phrases.
- The student will be able to respond in complete sentences verbally and in written form.
- The student will be able to identify the important information existing within a text.
- The student will be able to use decoding strategies involving syllabic and phonetic patterns to identify unknown words.
- The student will be able to use prefixes and suffixes to collect, classify, and understand words.
- The student will be able to identify synonyms and antonyms in a variety of contexts.
- The student will be able to investigate past, present, and future tenses of verbs as a system of suffixes.
- The student will be able to demonstrate the ability to make connections while reading (Text to Text, Text to Self, and Text to World).
- The student will be able to make predictions, draw conclusions, and make inferences about characters and events in written text by using graphic organizers and sentence frames.
- <u>Vocabulary Skills:</u>
  - The student will expand his/her vocabulary through daily exercises on voice and word choice.
  - The student will explore adjectives and adverbs that directly impact informative text.
  - The student will specifically explore "tenses" that directly impact informative text in a systematic way.
  - The student will use advanced vocabulary in grammatically correct sentences to demonstrate the ability to combine sentence patterning, expanding sentences, and vocabulary understanding.

- Using thematic materials as a guide, the student will explore author's purpose through word choice/vocabulary understanding, as well as reader's interpretation.
- Using topic appropriate vocabulary, the student will learn how to infer word meanings based on context clues.
- The student will use printed materials (thematic based) to identify new or unknown vocabulary words in a systematic way of self-monitoring to ensure that students can begin to self-monitor regarding unknown words.
- The student will be able to identify the need to use phonics to assist in spelling (consonant blends, vowel phonemes and graphemes (ea, ei, oo, ou, etc.), etc.).

● Writing Skills (Short-Story Publication):

- The student will write an autobiography demonstrating the ability to summarize and use previously learned strategies and skills.
- The student is exposed to the most systematic way to develop a proper paragraph through the Paragraph Pattern System.
- The student will use previously learned strategies for planning, sentence mapping, and paragraph writing to create a descriptive short story at least 3 paragraphs in length.
- The student will explore the use of figurative and literal language in a variety of contexts (including, but not limited to, newspapers, stories, short stories, poetry, television, daily conversation, etc.) to support the understanding of the author's voice.
- The student will be able to use a pre-set system of note taking to support the understanding of organizational patterns.

Math

- The student will understand and explain the concepts of positive and negative integers as well as add and subtract numbers -10 to 100000 using a number line and a systematic pattern.
- The student will understand and explain decimals to the thousandths, as well as add and subtract them.
- The student will explore using area and perimeter, as well as the formulas, in word problems including part and whole of the object.
- The student will be able to define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, pentagon, hexagon, and octagon) including words like fact, corner, side, angle, etc.
- The student will be able to define and use correct terminology when referring to 3-D shapes (cube cylinder, sphere, prism, and cone) including words like fact, corner, side, angle, etc.
- The student will be able to construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45 degrees, 180 degrees, and 360 degrees.
- The student will be able to identify, understand, and use geometric vocabulary including point, line, line segment, and ray.
- The student will be able to use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with and without support.
- The student will use the "Math Ruler" to help determine fractions of units for length, mass, and capacity.

- The student will be able to justify Mathematical claims by using manipulatives, models and expressions that are written, concrete, abstract, and/or oral to support his or her claim.
- The student will explore the use of tools of measurement for capacity and weight including those used to measure ounces, grams, pounds, kilograms, quarts, gallons, liters, as well as teaspoons, tablespoons, cups, etc.
- The student will be able to explain his or her mathematical reasoning in written form or orally.
- The student will use the concept of inferencing to understand the rules of rounding whole numbers up to 1000, as well as decimals (money).
- The student will use the concept of inferencing to estimate measurement (length, capacity and mass) and time in real-life scenarios.
- The student will be able to use origami directions and tangrams to understand the concepts of mathematical parts-to-whole and whole-to parts.
- The student will recognize the point of main idea and details to understand 1s, 2s, 3s, 4s, and 5s multiplication facts, as well as the complementary division facts (to progress until two and three digit by one digit facts are able to be completed)..
- The students will be exposed to mathematical vocabulary in a consistent and systematic way so that, even if it is not directly used in the classroom, the students have full exposure to its definition.
- The student will be able to tell time by the minute and use time as a reference verbally and in written form, as well as within the concept of elapsed time.
- The student will be able to use <, >, = to compare numbers up to 100,000.
- The student will be able to use mathematics to show physical and social phenomena (estimate and represent the number of apples on a tree, sharing cookies between friends, etc.)
- The student will be able to use a ruler and the “Math Ruler” to measure standard units make a direct link to fractions (1/2, 1/8, 1/3, ¼, 2/4, 2/3, ¾, 4/4, 1/10) and decimals (.50, .33, .25, .13, .10).
- The student will be able to use prefixes to determine the meaning of Math vocabulary.
- The student will be able to identify multiple representations of basic mathematical vocabulary words and processes.
- The student will be able to make connections between Math principles and text, self, and world.
- The student will be able to discuss conclusions from graphs, compare and interpret data, and identify similarities and differences based on graphs.
- The student will be able to formulate problems and solutions from everyday situations (e.g. counting the number of children in the class, using the calendar for number problems, etc.)
- The student will be able to collect and record data using pictographs, tally marks, and bar graph representations, along with exposure to pie charts.
- The student will be able to recognise and find one half, one quarter, and one whole in a variety of contexts including on rulers and in shapes by using the “Math Ruler”.
- The student will be able to demonstrate an understanding of place value up to 100,000.
- The student will be able to understand addition and subtraction with proper signs up to 100,000.

- The student will be able to demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction.
- The student will be able to count, read and write the whole number to at least one hundred in numbers and words.
- The student will be able to recognize odd and even numbers.
- The student will be able to count by 2s, 3s, 4s, 5s, and 10s up to 100.

Science:

- The student will be able to identify simple machines, their uses, and predict the results of their use.
- The student will explore energy and motion in terms of interactions and simple machines
- The student will explore why we use simple machines and the six classes of simple machines, as well as similarities and differences between the classifications and machines. The student will create a simple circuit to cook an egg.
- The student will identify factors affecting motion, positive and negative charge, and magnets in relation to the environment and world around him or her.
- The student will explore temperature and the ways in which temperature is measured currently, and in the past.
- The student will continue cooking for families in need and progress through the set volunteer plan previously developed.
- The student will be able to observe energy sources doing work through objects in the kitchen and learn about the transfer of energy.
- The student will research and describe how energy is carried through waves, electric current, and moving objects, as well as how light energy is transferred.
- The student will explore light reflection, refraction, and absorption.
- The student will explore properties of the three forms of matter including changes of state.
- The student will observe and analyze chemical reactions and develop logical conclusions.

Humanities:

- The student will identify the components of the New York environment, or an overseas environment system of the Federal Government (Legislature, Executive, Judiciary, and Head of Government), as well as the names of individuals in office.
- The student will compare and contrast the New York, or an overseas environment system of the Federal Government with Canada, England and Australia.
- The student will identify the positives and areas of weakness in the New York environment, or an overseas environment system of the Federal Government.
- The student will identify the components of the New York environment, or an overseas environment, state and local governments, as well as the names of the individuals in office.
- The student will be able to contribute to the creation of a class government using, if possible, a money system for rewarding positive behaviors.
- The student will describe why the classroom, school, or neighborhood is a community governed by fundamental democratic principles.
- The students will work in cooperative-task-based learning groups to establish the basis for the Grade 4 Sustainable Volunteer Organization which will cook weekly dishes for families in need, raises money for those less fortunate, and address global humanitarian efforts.

- The students will complete at least one recipe per cooperative group for the month and have a set plan on how to complete the future months
- The student will define philanthropy as the giving and sharing of time, talent, or treasure intended for the common good.
- The student will recognize that volunteering requires freedom of choice.
- The student will name an example of a civil society charitable organization.
- The student will describe why the classroom, school, or neighborhood is a community governed by fundamental democratic principles and describe one organization that has supported these principles.
- The student will use the skills of compare and contrast and fact and opinion to analyze an issue affecting the common good in the classroom or school and demonstrate respect and courtesy for differing opinions.
- The student will study the major components of the Bronze Age throughout the continents of the world.
- The student will explore civilizations and their growth and development throughout the Bronze Age, as well as the Earth's movements.
- The student will study the major components of the Iron Age throughout the continents of the world.
- The student will explore civilizations and their growth and development throughout the Iron Age, as well as the Earth's movements.
- The student will study the major components of the Iron Age throughout the continents of the world.
- The student will explore civilizations and their growth and development throughout the Iron Age, as well as the Earth's movements.

School Values/Emotional Growth

- The student will be able to demonstrate the desire to support and assist others beyond those who are familiar to him or her.
- The student will be able to express his or her personal opinions in a respectful way.
- The student will be able to use a variety of means to support his or her opinions demonstrating an understanding of reasoning and logic.
- The student will be able to demonstrate the belief that all humans are created equal regardless of race, religion or cultural background.
- The student will be able to express interest and ask relevant questions related to the topic being discussed.
- The student will be able to demonstrate self-reliance and confidence with tasks previously attempted.
- The student will be able to listen and respond to others in a variety of contexts.
- The student will be able to demonstrate empathy for others and acknowledge and respond to another's feelings.

B. Grade 5 to Grade 8 Core Subjects Overview

During students' intermediate years, students make connections throughout their studies, as well as develop cohesive thinking patterns and relationships between areas of education. Students' decision making skills strengthen, along with an increased awareness of their surrounding environment and the impact they have as individuals in a community.

Teachers who facilitate learning focus on the natural connections that exist throughout the subjects and operate using Next Generation Learning Standards through a thematic lens.[5]

By the end of their intermediate experience, students will be able to demonstrate respect and understanding for classmates regardless of socioeconomic and cultural demographics, demonstrate a clear ability to ask and answer questions presented, use cohesive thinking patterns to express themselves both orally and in writing. When presented with problems clearly identify solutions using a variety of problem-solving strategies , give clear and coherent oral presentations using teacher created rubrics, use identified steps to conduct the research process in all areas of study, differentiate between primary and secondary sources, understand globalization universally, as well as the interconnectedness or its components, discuss and express personal opinions using verified information, identify key pieces of information and details in both scientific and literary texts, construct a thesis statement using logical thinking patterns. They will also be able to use analysis and synthesis information regardless of medium, and use self-reflective strategies to identify areas of strength and needed improvement in all areas of academic study. This is due to the spiraled nature of the curriculum and the alignment of standards to specific themes and months

Curriculum materials will include the necessary Literature books, the continued use of primary and secondary resources such as The National Archives, Docsteach, and Reading A-Z, as well as the Next Generation Standards aligned Continental English and Math Workbooks. Teachers will reevaluate the curriculum during planning meetings to adjust the placement of standards, the effectiveness of spiraling, and the overall ease in planning.

During Grades 5-8 SWD, ELL and ED students will receive supplemental support similar to that in Grades K-4 due to scheduling allowing for students to attend courses at a grade level above or below. AIS support may include students from multiple grade levels addressing one skill, for example. SEL skills are not evaluated using isolated standards, but rather linked directly to the school rules and monthly topics, ensuring that students are able to practically demonstrate these integrated components being addressed within the curriculum.

Grade 5 Major Skill Used: Theme Used: Exploration

September: *The Value of Work and The Rights of Workers:* Exploration
October: *Call to Family, Community, and Participation*:Cycles of Life: **(Seneca Nation Museum)**
November: *Caring: Caring for Earth*: **(Olean History Museum, African American Museum)**
December: *Gratitude:* Changing Seasons (**Maple Syrup Harvest)**
January: *Empathy for The Poor and Vulnerable*:Human History:(**Sprague's &Campbell Sugarbush**
February: *Rights and Responsibilities:* Environmental Impact: **Cattaraugus County SPCA**
March: Solidarity: *Community and Responsibilities:* **Eden Heights**
April: *Self-Analysis and Reflection*:Senses and Observations
May: *Dignity of the Human Person*: Character
June: *Decision Making*: Change and Acceptance

Integrated Projects: STEM Integrated Projects:Design and Collaborate to Develop a School Post Office System, Critically Think and Problem Solve to Identify a Means of Harvesting Maple Syrup

[5] http://www.nysed.gov/content/new-york-state-common-core-learning-standards

Class Project: Creating a Post Office

Math

- Students will be able to make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on a coordinate plane.
- Students will be able to find the unit rate and the part of a whole (given percent)
- Students will be able to identify and write the relationship between numbers in an equation (d =65t: identifying the relationship between distance and time- dependent/independent variable)
- Students will be able to multiply and divide whole numbers
- The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).
- The students will be able to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.
- Students will be able to identify and solve inequalities
- Students will be able to identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient).
- Students will be able to solve word problems using properties of Math (distributive, commutative, associative, etc.)
- Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Students will be able to multiply and divide fractions
- The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)
- The students will be able to identify absolute value
- Students will be able to identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient).
- Students will be able to identify the dependent and independent variables from an equation.
- Students will be able to identify exponents (squared, cubed, etc.) and convert expressions.
- Students will be able to find the area of triangles, trapezoids and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals.
- Students will be able to make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on a coordinate plane.
- The students will be able to draw polygons in the coordinate plane given coordinates for vertices.
- The students will be able to use ratio reasoning to convert measurement units (units of measurement and conversion)
- The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)
- The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).

- The students will be able to draw polygons in the coordinate plane given coordinates for vertices.
- Students will be able to find the unit rate and the part of a whole (given percent)
- The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)
- Students will be able to solve word problems using multiplication and division problems (including fractions)

English

- Students will be able to maintain consistency with style and tone.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.
- Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- Students will be able to conduct research to answer questions, drawing on multiple sources and refocusing the inquiry when appropriate.
- Students will be able to write narratives to develop and explain real or imagined experiences using effective techniques, descriptive details, and sequencing.
- Students will be able to conduct research to answer questions including self generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
- Students will be able to determine the meaning of words, phrases, and figurative language.
- Students will be able to consult reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.
- Students will be able to maintain consistency with style and tone.
- Students will be able to consult reference materials to find the pronunciation of a word or clarify its meaning.
- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to write an argument to support claims with clear reasons and relevant evidence.
- Students will be able to determine the meaning of words, phrases, and figurative language.
- Students will be able to determine a theme of central ideas and summarize a text.
- Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.
- Students will be able to cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences while determining the theme or central idea

of a text.
- Students will be able to compare and contrast in different forms to contribute to the understanding of the subject.

Social Studies/Humanities

- Students will be able to assess how point of view or purpose shapes the continent and style of a text, drawing a wide range of global and diverse texts.
- Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, details, and well structured sentences.
- Students will be able to cite specific textual evidence to support the analysis of primary and secondary sources.
- Students will be able to integrate visual information with other information in print and digital texts.
- Students will be able to conduct short as well as more sustained research based on focused questions, to demonstrate understanding of the subject under investigation.
- Students will be able to develop personal, cultural, textual, and thematic connections within and across genres through responses to text and personal experiences.
- Students will be able to conduct short as well as more sustained research based on focused questions, to demonstrate understanding of the subject under investigation.
- Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.
- Students will be able to present historical information in a factual manner.
- Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts and details to accentual central ideas or themes.
- Students will be able to describe how a text presents information.
- Students will be able to determine the meaning of history / social studies vocabulary.
- Students will be able to interpret words and phrases based on the historical context.
- Students will be able to identify renewable able and nonrenewable resources.

Science:

- Outdoor Education To Plan For The Year: Students will be able to identify products and cultural traits specific to WNY.
- Students will be able to describe the process of making maple syrup.
- Students will be able to successfully tap a maple tree and make syrup.
- Students will be able to measure the weather of the local area and compare it to historical records.
- Students will be able to explore the impact of climate change on maple syrup production in WNY.
- **Earth's Systems**: Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact
- Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth
- Obtain and combine information about ways individual communities use science ideas to protect the environment
- **Space Systems: Stars and the Solar System**
- Support an argument that differences in the apparent brightness of the sun compared to

other stars is due to their relative distances from the Earth
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
- Support an argument that the gravitational force exerted by Earth on objects is directed down.
- **Space Systems: Stars and the Solar System**
- Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth
- Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
- Support an argument that the gravitational force exerted by Earth on objects is directed down.
- **Matter and Energy in Organisms and Ecosystems**
- Support an argument that plants get the materials they need for growth chiefly from air and water.
- Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- Use models to describe that the energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Social and Emotional Learning

- The student will demonstrate self-awareness to the best of his/her/their ability
- The student will demonstrate self-management and self-regulation regarding space, resources, and person
- The student will use responsible decision making including social awareness
- The student will participate in **Community** service and community involvement
- The student will demonstrate **Accountability** for one's actions
- The student will maintain **Respect** for community and self
- The student will show **Empathy** towards others, including personal and global issues

Grade 6 Major Skill Used:Theme Used: Service and What It Means

September: Dignity of the Human Person: Call to Justice
October: Solidarity: Community Callings **(Olean History Museum Police & Fire Department)**
November: Caring: Self Respect: **Olean Food Pantry/Fall Harvest Com.Meal/Spring Celebration**
December: Rights and Responsibilities: Thought Processes**(Seneca Nation Museum)**
January: Call to Family, Community, and Participation: Our Land: **Toad's Butcher Shop-Chef VIsit**
February: The Value of Work and The Rights of Workers:Space Exploration
March: Gratitude: Planets Around Us
April: Self-Analysis and Reflection: Human Impact: **(African American Museum)** **(Eden Heights)**
May: Decision-Making: Composition
June: The Value of Work and The Rights of Workers: Friendship

Integrated Projects: STEM Integrated Projects:Design and Develop a Functioning Student Restaurant, Creatively Plan and Use Math and Science Skills to Develop a Fall and Spring Celebration That is Ecologically Conscious
Class Project: Public Speaking Presentation/ Student Restaurant

Math

- Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape
- Display numerical data in plots on a number line, including dot plots, histograms, and box plots
- Summarize numerical data sets in relation to their context
- Demonstrate models with mathematics.
- Students will be able to identify parts of an expression using mathematical terms (term, coefficient, sum, difference, product, factor, and quotient).
- Students will be able to identify exponents (squared, cubed, etc.) and convert expressions including Volume
- Use area and volume models to explain perfect squares and perfect cubes
- Students will be able to find the area of triangles, trapezoids and other polygons by composing into rectangles or decomposing into triangles and quadrilaterals.
- The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).
- The students will be able to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.
- The students will be able to draw polygons in the coordinate plane given coordinates for vertices.
- Students will be able to find the unit rate and the part of a whole (given percent)
- Students will be able to gather, process, present and understand a set of quantitative data.
- Students will be able to determine and justify the most appropriate graph to display a given set of data (histogram, dot plot, etc.)
- Students will be able to identify mean, median, mode and range of a given set of data.
- Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)
- The students will be able to identify absolute value

English

- Students will be able to maintain consistency in style and tone.
- Students will be able to write arguments to support claims with clear reasons and relevant information.
- Students will be able to cite textual evidence to support the analysis of what the text says explicitly / implicitly and make logical references.
- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to use knowledge of language and its conventions when writing,

spelling, reading, or listening.

- Students will be able to write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and sequencing.
- Students will be able to explain how an author's geographic location or culture affects their perspective.
- Students will be able to establish criteria in order to evaluate the quality of a text.
- Students will be able cite textual evidence to support an analysis of what the text says implicitly / explicitly and make logical inferences
- Students will be able to develop central ideas based on the tone, mood, and meaning of a text.
- Students will be able to determine a central idea or theme of a text.
- Students will be able to analyze the impact of specific word choices on meaning, tone and mood, including words with multiple meanings.
- Students will be able to compare and contrast how different formats, including print and digital media, contribute to the understanding of a subject.
- Students will be able to cite textual evidence to support an analysis.
- Students will be able to explain how claims in a text are supported by relevant reason and evidence, identifying which reason and evidence support which claims.
- Students will be able to maintain style and tone appropriate to the writing task.
- Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
- Students will be able to conduct research to answer questions including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.
- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.
- Students will be able to trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reason and relevant evidence from claims that are not.

Social Studies/Humanities

- Students will be able to recognize arguments on specific social studies topics and identify edison supporting the argument.
- Students will be able to identify how events are chronologically related to one another.
- Students will be able to write arguments focused on discipline-specific content including visual support including graphs and other statistical data.
- Students will be able to categorize and evaluate divergent perspectives of an individual and historical event.
- Students will be able to compare and contrast regions throughout the Eastern Hemisphere.
- Students will be able to recognize change throughout the historical narrative.
- Students will be able to distinguish human activities and human made features from "environments" or natural events and physical features
- Students will be able to understand the role of periodization as a practice in history and social studies.
- Students will be able to identify all regions in the Western Hemisphere.

- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to conduct short research projects to answer a question (including self posed questions).
- Students will be able to draw evidence from informational texts to support analysis, reflection, and research.
- Students will be able to analyze the relationship between primary and secondary sources.
- Students will be able to locate geographical landmarks.
- Students will be able to produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
- Students will be able to develop and frame questions about topics related to historical events occurring in the Eastern hemisphere that can be answered by gathering, interpreting, and using evidence.
- Students will be able to conduct short research projects to answer questions (including self generated questions).
- Students will be able to write arguments focused on discipline-specific content.
- Students will be able to conduct short research projects to answer a question.
- Students will be able to use historical context while conducting focus based research.

Science

- Outdoor Education: Plan for the Year
- Students will be able to explain the concept of eating seasonally.
- Students will be able to name and utilize basic tools in a kitchen.
- Students will be able to create a seasonally appropriate menu.
- Students will be able to plan and execute a community meal.
- Students will explore the concept of food insecurity.
- Students will be able to practice the basics of food safety.
- **Structure, Function, and Information Processing**
- Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different number of types of cells
- Develop and use a model to describe and function of a cell as a whole and ways parts of cells contribute to the function.
- Use arguments supported by evidence for how the body is a system interacting subsystems composed of groups of cells.
- Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories
- **Matter and Energy in Organisms and Ecosystems**
- Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms
- Develop a model to describe how food is arranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.
- Analyze and interpret date to provide evidence for the effects of resource availability on

organisms and population of organisms in an ecosystem
- Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem
- Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
- **Natural Selection and Adaptations**
- Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
- Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
- Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the full formed anatomy
- Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
- Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.
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- Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
- Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.
- **Growth, Development, and Reproduction of Organisms**
- Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively
- Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

- Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
- Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

Social and Emotional Learning

- The student will demonstrate self-awareness to the best of his/her/their ability
- The student will demonstrate self-management and self-regulation regarding space, resources, and person
- The student will use responsible decision making including social awareness
- The student will participate in **Community** service and community involvement
- The student will demonstrate **Accountability** for one's actions
- The student will maintain **Respect** for community and self
- The student will show **Empathy** towards others, including personal and global issues

Grade 7 Major Skill Used: Theme Used: Justice and What it Means

September: *Rights and Responsibilities:* Change and Acceptance
October: *Self-Analysis and Reflection*: Power of Emotions
November: *Decision-Making:* Kindness to Others
December: *Caring:* Community and Participation **(Seneca Nation Museum)**
January: *Gratitude:* Future / Occupations
February: *The Value of Work and The Rights of Workers*: Cities and Towns**(Sewage Treatment Plant/Olean Water Treatment Plant**
March: *Solidarity*: Around the World*:* **(Olean History Museum Architecture)**
April: *Dignity of the Human Person:* Self Care**(African American Museum)**
May: *Call to Family, Community, and Participation:* Protecting Our Earth **Adopt a Section of Union St Rain Garden**
June: *Empathy for The Poor and Vulnerable:* Justice

Integrated Projects: STEM Integrated Projects: Identify an Aspect of Social Justice and Use Problem-Solving Skills to Develop a Means to Support It, Advocate and Persuade Local Government to Adopt a Section of Union Street Rain Garden to Contribute to the Local Community
ClassProject: Create a Social Justice Organization

Math

- The students will be able to solve real world mathematical problems by graphing points on a coordinate plane (including all types of graphing).
- The students will be able to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.
- The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)

- Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
- Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
- Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
- Recognize and represent proportional relationships between quantities.
- Students will be able to make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on a coordinate plane.
- The students will be able to be able to identify positive and negative numbers (write, compare, interpret and explain)
- The students will be able to identify absolute value
- Students will be able to understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

English

- Students will be able to conduct research to answer questions, including self regulated questions, drawing on multiple resources and refocusing the inquiry when possible.
- Students will be able to understand the author's historical and cultural values.
- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to choose and develop criteria in order to evaluate the quality of texts, Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- Students will be able to cite textual evidence to strongly support an analysis of what the texts says.
- Students will be able to write arguments focused on discipline specific content.
- Students will be able to write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
- Students will be able to develop central ideas based on the tone, mood, and meaning of a text.
- Students will be able to present information on a text using a digital platform.
- Students will be able to pose and respond to specific questions with elaboration and etail by making comments that contribute to the topic text, or issue under discussion.
- Students will be able to conduct research to answer questions, including self regulated questions, drawing on multiple resources and refocusing the inquiry when possible.
- Students will be able cite textual evidence to support an analysis of what the text says implicitly / explicitly and make logical inferences
- Students will be able to develop central ideas based on the tone, mood, and meaning of a text.

- Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes.
- Students will be able to interpret how information is presented in diverse formats.
- Students will be able to delineate a speaker's argument and specific claims, distinguishing claims that are supported by evidence and reason from claims that are not.
- Students will be able to write an argument to support claims with clear reasons and relevant evidence.
- Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will be able to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Social Studies/Humanities

- Students will be able to describe the role of competition in economic decisions
- Students will be able to examine the role of job specialization.
- Students will be able to present historical information in a factual manner.
- Students will be able to come to class prepared to initiate debate based on factual evidence and personal experience.
- Students will be able to present claims and findings, sequencing ideas logically and using relevant descriptions, facts and details to accentual central ideas or themes.
- Students will be able to conduct short as well as more sustained research based on focused questions, to demonstrate understanding of the subject under investigation.
- Students will be able to develop personal, cultural, textual, and thematic connections within and across genres through responses to text and personal experiences.
- Students will be able to compare and contrast historical events based on informative facts and perspective.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to recognize that boundaries and definition of location are historically constructed.
- Students will be able to construct an argument based on historical evidence.
- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to identify important turning points in history.
- Students will be able to identify how scarcity necessitates decision making.

Science

- Outdoor Education: Plan for the Year
- Students will be able to explain the hydrologic cycle.
- Students will be able to complete a map that shows local natural and man-made hydrological features.
- Students will be able to explore the dynamics of rural and urban water management.
- Students will be able to explore the changing dynamic of water resources in relation to climate change.
- Students will be able to research and create solutions to local water management

challenges.

- **Human Impacts**
- Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
- **History of Earth**
- Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
- Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
- Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motion
- **Weather and Climate**(Global Change Debate)
- Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
- Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Social and Emotional Learning

- The student will demonstrate self-awareness to the best of his/her/their ability
- The student will demonstrate self-management and self-regulation regarding space, resources, and person
- The student will use responsible decision making including social awareness
- The student will participate in **Community** service and community involvement
- The student will demonstrate **Accountability** for one's actions
- The student will maintain **Respect** for community and self
- The student will show **Empathy** towards others, including personal and global issues

Grade 8 Major Skill Used: Theme Used: Looking Forward in Olean and Beyond

September: *Empathy for The Poor and Vulnerable:* Development
October: Caring: *Plants and Their Environment:* **Speaker/Internship Start Canticle Farms Olean History Museum Vegetation and Animal**
November: *Self-Analysis* and Reflection: Our Oceans
December: *Solidarity:* Caring for the Sea
January: *The Value of Work and The Rights of Workers* Adventure
February: Gratitud*e:* Caring for Others
March: *Dignity of the Human Person:* Respecting All **(Seneca Nation Museum)**
April: *Decision-Making*: Judgment: **(African American Museum)**
May: *Call to Family, Community, and Participation:* Teamwork **(Olean History Museum)**
June: *Rights and Responsibilities:* Self Acceptance

Integrated Projects: STEM Integrated Projects: Internship with Canticle Farms, Assemble a Portfolio
Theme: Looking Forward in Olean and Beyond
Class Project: Portfolio

Math

- The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)
- Understand that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
- The students will be able to recognize a statistical question (Ex:Understand that the method and sample size used to collect data for a particular question is intended to reduce the difference between a population and a sample taken from that population so valid inferences can be drawn about that population)
- The students will be able to understand that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- The students will be able to construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
- The students will be able to display numerical data in plots on a number line, including dot plots, histograms, and box plots.
- Reason abstractly and quantitatively
- Model with mathematics.
- Students will understand the concept of a unit rate a/b associated with a ratio a:b with b â‰ 0, and use rate language in the context of a ratio relationship.
- Students will summarize numerical data sets in relation to their context.
- Students will know and apply the properties of integer exponents to generate equivalent numerical expressions
- Students will use square root and cube root symbols to represent solutions to equations of the form xÂ² = p and xÂ³ = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that âˆš2 is irrational
- Students will understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

- Students will recognize and represent proportional relationships between quantities.
- Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.
- Students will understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
- Students will use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- Students will use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other
- Students will understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion eventually repeats. Know that other numbers that are not rational are called irrational.
- Students will use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions.

English

- Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibility from a range of strategies.
- Students will be able to interpret figurative language including allusions, in context.
- Students will be able to evaluate the advantages and disadvantages of using different media.
- Students will be able to introduce a precise claim and organize the reasons logically.
- Students will be able to choose and develop criteria in order to evaluate the quality of texts, Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- Students will be able to cite textual evidence to strongly support an analysis of what the texts says.
- Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will be able to engage effectively in a range of collaborative discussions with diverse partners, express ideas clearly and persuasively, and build on those of others.
- Students will be able to delineate a speaker’s argument and specific claims, evaluating for sound reasonings and sufficiency of the evidence.
- Students will be able to choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Students will be able to compare and contrast the structures of two or more works in order to analyze how the differing structure of each text contributes to the overall meaning, style, theme, or central idea.
- Students will be able to use established criteria in order to evaluate the quality of texts.

Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- Students will be able to compare and contrast written text with audio, filmed, staged, or digital versions.
- Students will be able to use precise language and content-specific vocabulary to explain a topic.
- Students will be able to write arguments that support claims with clear reasons and relevant evidence.
- Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research.
- Students will be able to create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.

Social Studies
- Students will be able to draw from informational texts to support analysis, reflection, and research.
- Students will be able to identify cause and effect.
- Students will be able to identify the relationship between patterns of continuity and change to larger historical processes.
- Students will be able to cite specific textual evidence to support analysis of primary and secondary sources.
- Students will be able to identify regions by describing characteristics.
- Students will be able to explain how regions differ in the historical narrative.
- Students will be able to demonstrate respect for others in discussion and classroom debates.
- Students will be able to describe how government decisions affect economics in case studies.
- Students will be able to explain how events are related chronologically to one another in time.
- Students will be able to recognize the dynamics of historical continuity and change over periods of time.
- Students will be able to identify important turning points in history.
- Students will be able to develop an understanding of the interdependence of individuals and groups in communities in the western hemisphere.
- Students will be able to compare and contrast human activities and their effect on society.
- Students will be able to integrate visual information with other information platforms.

Science:
- Students will be able to explain the financial realities of American farms.
- Students will be able to perform the functional aspects of farming from seed to sale.
- Students will be able to assist in running a farm stand at the local farmer's market.
- Students will be able to discuss the evolution of farming across time, our nation, and within the local area.
- **Structure and Properties of Matter**
- Develop models to describe the atomic composition of simple molecules and extended structures.

- Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
- Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
- **Waves and Electromagnetic Radiation**
- Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
- Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
- Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.
- **Energy**
- Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
- Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
- Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
- Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
- Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.
- **Chemical Reactions**
- Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
- Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
- Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes

Social and Emotional Learning

- The student will demonstrate self-awareness to the best of his/her/their ability
- The student will demonstrate self-management and self-regulation regarding space, resources, and person
- The student will use responsible decision making including social awareness
- The student will participate in **Community** service and community involvement
- The student will demonstrate **Accountability** for one's actions
- The student will maintain **Respect** for community and self
- The student will show **Empathy** towards others, including personal and global issues

C. High School Graduation Tracks and Core Subjects

Regents Diploma	Testing
English (4)	Regents
Math (3)	Regents
Science (3)	Regents
History (4)	Regents
Spanish (1)	Regents
PE (2)	Teacher Based
Health (.5)	Teacher Based
Art (.5)	Teacher Based
Music(.5)	Teacher Based
Electives (3.5)	Teacher Based
OACS Sociology	
Technology, Psychology, Environmental Sci., Seneca Nation Course	
Art/Music	
	22 Credits

CTE Pathway/ Agriculture	Testing
English (4)	Regents
Math (3)	Regents
Science (3)	Regents
History (4)	Regents
Spanish (1)	Regents
PE (2)	Teacher Based
Health (.5)	Teacher Based
Art (.5)	Teacher Based
Music(.5)	Teacher Based
Electives (3.5)	Teacher Based
Pathway Credit	
OACS Sociology	
Technology, Psychology, Environmental Sci., Seneca Nation Course	
Art/Music	
	22+ Credits

STEM Pathway	Testing
English (4)	Regents
Math (3)	Regents
Science (3)	Regents
History (4)	Regents
Spanish (1)	Regents
PE (2)	Teacher Based
Health (.5)	Teacher Based
Art (.5)	Teacher Based
Music(.5)	Teacher Based
Electives (3.5)	Teacher Based
Pathway Credit (1)	Environmental Sci.
OACS Sociology	
Technology, Psychology, Environmental Sci., Seneca Nation Course	
Art/Music	
	23 Credits

High School Curriculum and Materials: Specific curriculum materials will be selected upon the middle of the first year of school to ensure that incoming 9th graders will receive the academic and behavioral support needed.

Within each core class students direct their learning and understandings to their lives in the Olean community. Embedded in each unit, students develop project based and problem based learning that has direct links to their sense of place in micro and macro communities. In contrast to other ways of learning a blend of each course will be needed to find answers in another. Authentic learning and problem solving will generate lasting teaching and learning experience for staff, students, and community partners.

High School English: *Two weeks prior to the start of school OACS will send interest inventories to High School students to gain understanding on the current year's students' interests, as well as parent expectations regarding literature book selection. 1 Week before the start of school the English teacher will coplan with the History teacher to outline the Next Generation Standards in a yearly map, by month based on feedback from the previous year's teachers including the Grade 8 teacher for the incoming Grade 9 class. The general NGS that will be used are listed below along with major expectations for each grade level. A unit is equivalent to a single 4 week plan which may be delivered in the way the teacher feels most effective including multiple*

authors, or an in depth single author study. A "classic" novel will link to the student's history course time period, reflect on previously learned time periods, or preset students for future units of study.[6]

English 9:
Literature: 5 classic novel, 3 units of poetry
Writing: 1 major research project, 6 minor research projects, weekly journaling
Speaking: 1 major speaking presentation, 1 research supported debate

English 10:
Literature: 4 classic novel, 4 units of poetry
Writing: 2 major research project, 5 minor research projects, weekly journaling
Speaking: 2 major speaking presentation, 1 research supported debate

English 11:
Literature: 3 classic novel, 4 units of poetry, 1 unit of European novelists, 1 unit of European poetry
Writing: 2 major research project, 5 minor research projects, weekly journaling
Speaking: 2 major speaking presentation, 1 research supported debate

English 12:
Literature: 2 classic novel, 2 units of poetry, 2 unit of European novelists, 2 unit of European poetry, 1 unit of Asian novelists
Writing: 2 major research project, 5 minor research projects, weekly journaling
Speaking: 2 major speaking presentation, 1 research supported debate

<u>Next Generation Learning Standards for English to Incorporate over 4 Years</u>[7]
<u>Key Ideas and Details</u>
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.
-Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.
-Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
-Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
-Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source.
-Understand and follow a detailed set of directions.
-Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

[6] http://www.nysed.gov/common/nysed/files/912elastandardsglance.pdf
[7] http://www.nysed.gov/common/nysed/files/912elastandardsglance.pdf

-Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.
-Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.
-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
-Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
-Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
-Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.
-Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.
-In literary texts, analyze the impact of author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.
-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
-Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
-Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
-Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

<u>Craft and Structure</u>

-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
-Analyze the impact of specific word choices on meaning, tone, and mood.
-Examine technical or key terms and how language differs across genres.
-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.
-Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.
-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.

-Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
-Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
-Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
-In literary texts, consider how varied aspects of structure create meaning and affect the reader. In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections.
-In literary texts, analyze how varied aspects of structure create meaning and affect the reader. In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.
-Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
- Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.
-Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
-Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
-Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).
-Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).
-Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
-Evaluate authors' points of view on the same historical events or issue by assessing the authors' claims, reasoning, and evidence.
-Describe purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc.
-Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
-Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

<u>Integration of Ideas and Knowledge</u>

-Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject/content or key scene in two different formats, examine the differences between a historical novel and a documentary).

- In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem.
-Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
-Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
-Translate scientific or technical information expressed as written text into visual form (e.g., a table or chart), and translate information expressed visually or mathematically (e.g., in an equation) into words.
-Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
-Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.
-Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient.
-Analyze the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
-Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
-Assess the extent to which the reasoning and evidence in a source support the author's claim or a recommendation for solving a scientific or technical problem.
-Evaluate the data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
-Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
- Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.
-Compare and contrast treatments of the same topic in several primary and secondary sources.
-Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
-Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
-Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

<u>Text Types and Purpose</u>

-Write arguments to support claims that analyze substantive topics or texts,

using valid reasoning and relevant and sufficient evidence.
-Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.
-Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.
-Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.
- Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.
-Provide a concluding statement or section that explains the significance of the argument presented.
-Maintain a style and tone appropriate to the writing task.
-Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
-Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.
- Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.
-Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.
-Provide a concluding statement or section that explains the significance of the argument presented.
-Maintain a style and tone appropriate to the writing task.
-Write arguments focused on discipline-specific content.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
-Develop claim(s) and counterclaims objectively, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
-Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

-Write arguments focused on discipline-specific content.
-Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
-Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish, develop, and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.
-Provide a concluding statement or section that follows from or supports the argument presented.

<u>Research to Build Present Knowledge</u>
-Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate.
-Synthesize multiple sources, demonstrating understanding of the subject under investigation.
-Conduct research through self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate.
-Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.
-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
-Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
-Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

-Draw evidence from informational texts to support analysis, reflection, and research.

Comprehension and Collaboration

-Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

-Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.

-Work with peers to set norms for collegial discussions and decision making, establish clear goals, deadlines, and individual roles as needed.

-Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussions; and clarify, verify, or challenge ideas and conclusions.

-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

-Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

-Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.

- Work with peers to set norms for collegial discussions and decision making, establish clear goals, deadlines, and individual roles as needed.

-Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

- Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.

-Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.

-Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.

-Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.

Presentation of Knowledge and Ideas

-Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.

- Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.

-Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.
-Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.
-Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate**.**

CORE CONVENTION SKILLS (Grades 9-12)

• Use parallel structure.
• Use various types or phrases and clauses to add variety and interest to writing or presentations.
• Understand that usage is a matter of convention that can change over time.
• Resolve issues of complex or contested usage, consulting references as needed. CORE

PUNCTUATION and SPELLING SKILLS (Grades 9-12)

• Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
• Use a semicolon to link two or more closely related independent clauses.
• Use a colon to introduce a list or quotation.

High School Math

Algebra I[8]**:** *Algebra 1 is used as the base for students' Mathematical understanding in high school. At OACS students will expand their previously acquired understanding of mathematical concepts by furthering their processing and application of linear equations, functions, and expressions. Additionally, students will experience the Next Generation Standards support focusing on base understanding and support spiraled into the opportunity to actively apply learned concepts. The objective is to expand previously learned understanding from the Intermediate Years while connecting the practical application of the determined standards into coursework that supports students with a solid foundation for college level Mathematics Study. This includes linking Algebra 1 and the foundation of the Mandatory Sociology Course, which will be completed through the analysis of graphs information in a variety of algebraic expressions, for example. Using the Next Generation Standards as a guide and support for planning and course development, teachers will arrange and address the following core standards:*

- Use properties of rational and irrational numbers.
- Reason quantitatively and use units to solve problems.
- Interpret the structure of expressions.
- Write expressions in equivalent forms to reveal their characteristics.
- Perform arithmetic operations on polynomials.
- Understand the relationship between zeros and factors of polynomials.

[8] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf

- Create equations that describe numbers or relationships.
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.
- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context.
- Analyze functions using different representations
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.
- Construct and compare linear, quadratic, and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.
- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Interpret linear models.

Geometry[9]**:** *OACS Geometry Course follows the NGS and uses the concepts of congruence, similarity, and symmetry and perspective of geometric transformations. Notable vocabulary and the introduction of proofs including those including scale factor, triangles, and correspondence include two and three dimensional shapes and perspective. As noted in the NGS key vocabulary are spiraled to include expansion of mathematical concepts touched-on throughout elementary. OACS Geometry class offers support for students further study in art and the essential components of the agriculture components of other coursework and draws Kindergarten through the mandatory coursework in high school. Key skills that will be mastered by the end of the course include:*

- Experiment with transformations in the plane.
- Understand congruence in terms of rigid motions.
- Prove geometric theorems
- Make geometric constructions.
- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity.
- Define trigonometric ratios and solve problems involving right triangles.
- Apply Trigonometry to general triangles.
- Understand and apply theorems about circles.
- Find arc lengths and area of sectors of circles.
- Translate between the geometric description and the equation of a conic section.
- Use coordinates to prove simple geometric theorems algebraically.
- Explain volume formulas and use them to solve problems.
- Visualize relationships between two-dimensional and three-dimensional objects.
- Apply geometric concepts in modeling situations.

[9] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf

Algebra II[10]**:** *Based on the existing frame within the NGS OACS Algebra II course builds off of students' existing understanding of Algebraic concepts including polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect the structure inherent in multi-digit whole number multiplication with multiplication of polynomials and similarly connect division of polynomials with long division of integers, polynomials, including complex zeros of quadratic polynomials. Through regularity in repeated reasoning, they make connections between zeros of polynomials and solutions of polynomial equations. Through analysis and integration of previously learned Geometry, students extend trigonometric functions to all (or most) real numbers and are introduced to sine, cosine, and tangent at π/6, π/4, π/3, π/2, etc, as well as exponential and logarithmic functions. Key skills that will be mastered by the end of the course include:*

- Extend the properties of exponents to rational exponents
- Perform arithmetic operations with complex numbers
- Interpret the structure of expressions.
- Write expressions in equivalent forms to reveal their characteristics.
- Understand the relationship between zeros and factors of polynomials
- Rewrite rational expressions.
- Create equations that describe numbers or relationships.
- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically
- Understand the concept of a function and use function notation.
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.
- Construct and compare linear, quadratic, and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.
- Extend the domain of trigonometric functions using the unit circle.
- Model periodic phenomena with trigonometric functions.
- Prove and apply trigonometric identities.
- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Understand and evaluate random processes underlying statistical experiments.
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
- Understand independence and conditional probability and use them to interpret data.
- Use the rules of probability to compute probabilities of compound events in a uniform probability model.

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10 http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf

Pre-Calculus[11]**:** *The OACS Pre-Calculus Course is grounded in the standards from the Plus(+) Standards within the Next Generation Standards. The OACS Pre-Calculus course extends the Algebra II course to include calculus concepts that will ensure students are college-ready. Algebra and Trigonometry are combined to prepare an extensive pre-study for calculus. Key skills that will be mastered by the end of the course include:*

- Perform arithmetic operations with complex numbers.
- Represent complex numbers and their operations on the complex plane.
- Use complex numbers in polynomial identities and equations.
- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications
- Use polynomial identities to solve problems.
- Rewrite rational expressions.
- Solve systems of equations.
- Analyze functions using different representations.
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions
- Extend the domain of trigonometric functions using the unit circle.
- Model periodic phenomena with trigonometric functions.
- Prove and apply trigonometric identities.
- Apply trigonometry to general triangles.
- Understand and apply theorems about circles.
- Translate between the geometric description and the equation for a conic section.
- Explain volume formulas and use them to solve problems.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Use the rules of probability to compute probabilities of compound events in a uniform probability model.
- Calculate expected values and use them to solve problems.
- Use probability to evaluate outcomes of decisions.

High School Science

Earth Science[12]**:** *The OACS Earth Science course will bridge students from the NGSS and general STEM coursework to the practical analysis of larger STEM concepts. The objective of OACS Earth Science is to support students in exploring areas of Earth Science deeper than previously as well as draw direct links between future employment opportunities and the skills required for them. Students explore global climate, the Earth's atmosphere, space, and natural elements including rocks and minerals.*

Within each core class students direct their learning and understandings to their lives in the Olean community. Embedded in each unit, students develop project based and problem based learning that has direct links to their sense of place in micro and macro communities. In

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[11] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf

[12] https://www.nextgenscience.org/sites/default/files/HSTopic.pdf

contrast to other ways of learning a blend of each course will be needed to find answers in another. Authentic learning and problem solving will generate lasting teaching and learning experience for staff, students, and community partners.

- Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate
- Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
- Evaluate data and communicate information to explain how the movement and interactions of air masses result in changes in weather conditions.
- Develop a model based on evidence to illustrate the life span of the Sun and the role of nuclear fusion in the Sun's core to release energy that eventually reaches Earth in the form of radiation.
- Construct an explanation of Scientific theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. [Clarification Statement: Emphasis is on the astronomical evidence of the red shift of light from galaxies as an indication that the universe is currently expanding at an accelerated rate, the cosmic microwave background as the remnant radiation from the Big Bang, and the observed composition of ordinary matter of the universe, primarily found in stars and interstellar gases (from the spectra of electromagnetic radiation from stars),
- Communicate scientific ideas about the way stars, over their life cycle, produce elements. Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed.
- Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
- Construct an explanation using evidence to support the claim that the phases of the moon, eclipses, tides and seasons change cyclically.
- Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
- Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
- Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to Earth's systems.
- Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
- Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
- Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
- Construct an argument based on evidence about the coevolution of Earth's systems and life on Earth.Construct an explanation based on evidence for how the availability of natural

resources, occurrence of natural hazards, and changes in climate have influenced human activity.
- Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
- Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
- Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
- Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
- Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Biology[13]: *The OACS Biology course adopts the concepts of the NGSS with exploration. Students are able to learn about life-science including plants and animals, as well as DNA, molecules and natural systems.*

- Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
- Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
- Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis
- Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
- Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements such as nitrogen, sulfur, and phosphorus to form amino acids and other carbon-based molecules.
- Use a model to illustrate that aerobic cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
- Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in ecosystems.
- Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

[13] https://www.nextgenscience.org/sites/default/files/HSTopic.pdf

- Develop a model to illustrate the role of various processes in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
- Use mathematical and/or computational representations to support explanations of biotic and abiotic factors that affect carrying capacity of ecosystems at different scales.
- Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
- Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
- Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.Use a model to illustrate cellular division (mitosis) and differentiation.
- Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, (3) mutations caused by environmental factors and/or (4) genetic engineering. [Clarification Statement: Emphasis is on using data to support arguments for the way variation occurs including the relevant processes in meiosis and advances in biotechnology.] Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
- Use models to illustrate how human reproduction and development maintains continuity of life.Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
- Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
- Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
- Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
- Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species
- Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

- Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
- Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
- The outermost electrons in an atom are called the valence electrons. In general, the number of valence electrons affects the chemical properties of an element.

Chemistry[14]: *OACS Chemistry includes the NGSS standards and substandards ensuring that students are effectively prepared for the Chemistry Regents Exam, while also understanding major concepts about energy, scientific law, and change, that will be referenced in Physics.*

- Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
- Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
- Apply scientific principles and evidence to explain how the rate of a physical or chemical change is affected when conditions are varied.
- Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
- Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
- Plan and conduct an investigation to compare properties and behaviors of acids and bases.
- Use evidence to illustrate that some chemical reactions involve the transfer of electrons as an energy conversion occurs within a system.
- The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
- A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart.
- The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.
- Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of particles and the rearrangements of particles into new substances, with consequent changes in the sum of all bond energies in the set of substances that are matched by changes in energy.
- In many situations, a dynamic and condition dependent balance between a reaction and the reverse reaction determines the numbers of all types of particles present.

[14] https://www.nextgenscience.org/sites/default/files/HSTopic.pdf

- Acids and bases play an important role in the daily lives of humans and other organisms (e.g. agricultural applications, environmental impacts (acid rain), animal and plant physiology).
- Oxidation-reduction reactions are the prevailing source of power for many of today's modern conveniences.
- Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (tradeoffs) may be needed.

Physics[15]**:** *OACS is the study of the properties of matter and their relationship with energy and forces, as well as objects, their size, energy concerns and velocity patterns. Additionally students learn about applying a force to an object, as well as the Mathematical concepts that are included throughout these standards.*

- Analyze data to support the claim that Newton's Second Law of Motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
- Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
- Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
- Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
- Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
- Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
- Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).
- Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
- Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
- Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.
- Analyze data to support the claim that Ohm's Law describes the mathematical relationship among the potential difference, current, and resistance of an electric circuit.

[15] https://www.nextgenscience.org/sites/default/files/HSTopic.pdf

- Use mathematical representations to support a claim regarding relationships among the period, frequency, wavelength, and speed of waves traveling and transferring energy (amplitude, frequency) in various media.
- Evaluate questions about the advantages of using a digital transmission and storage of information.
- Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model (quantum theory), and that for some situations one model is more useful than the other.
- Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.
- Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy
- Use mathematical models to determine relationships among the size and location of images, size and location of objects, and focal lengths of lenses and mirrors.
- Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
- Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
- Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Environmental Science[16]: In addition to incorporating the Next Generation Science Standards when appropriate, *this course is an exploration into the science that directly affects us all on a daily basis, and that will likely increase in its significance to us with time. Students will be introduced to the scientific study of our environment, as well as the technological, social, political and economic challenges required for the understanding and critical examination of related issues.Students will explore vocabulary for consumers, voters, and decision-makers, as well as address the need to understand human interactions with the Earth, and the limitations that science and technology have in reducing any negative impacts of those interactions. This course will expose the student to potential solutions as well as the limitations of these solutions due to science, technology, cultural beliefs, political systems, and resource availability. As members of society and the Earth, we are collectively responsible for environmental impacts and must also be responsible for making educated decisions when influencing environmental issues, electing policy making officials, and choosing lifestyles. Information learned in this class should aid one in making those decisions.*

Students will master:

- How science and the scientific method address environmental systems and issues.

[16] https://www.nextgenscience.org/sites/default/files/HSTopic.pdf

- The Earth's major natural systems, how these systems function, and how they are affected by human activity.
- The sustainability, and unsustainability, of various interactions between human society and the Earth's natural systems (ie. energy use and generation, resource consumption and economics, food production).
- Define the principles of science, stewardship and sustainability, and recognize their role in evaluating and establishing a viable human society within Earth's systems.
- Apply the scientific method, and recognize that with its use science provides a reliable, rigorous and unbiased way to gain knowledge of the natural world.
- Recognize, describe, and quantitatively describe Earth systems, including the land, water, sea, and atmosphere, and how these function collectively to support life on Earth.
- Describe ecosystems in terms of how they vary, are structured, and function both internally and as part of the larger biosphere.
- Describe human population characteristics and growth, and recognize the impacts of human society on Earth's systems and resources
- Recognize the purpose and assess the effectiveness and feasibility of governmental environmental policy in defining and regulating the role and impacts of human society on Earth.

High School Global Studies and History

Grade 9 Global Studies I *The OACS Global Studies 1 course is designed to encompass previously learned topics throughout middle school. The spiraling of these topics affords students the ability to dive deeper into global history and the patterns that have existed throughout time. The 7 unit course is derived from the NYS Common Core Standards and is meant to offer students a clear base for Global Studies II starting from the year 1790 onward.* [17]

Unit 1

The First Civilizations, ca. 10,000 B.C.E. – ca. 630 C.E. 9.1 DEVELOPMENT OF CIVILIZATION: THE PALEOLITHIC ERA: The Paleolithic Era was characterized by non-sedentary hunting and gathering lifestyles, whereas the Neolithic Era was characterized by a turn to agriculture, herding, and semi sedentary lifestyles. Students will analyze the political, social, and economic differences in human lives before and after the Neolithic Revolution, including the shift in roles of men and women.

- Complex societies and civilizations adapted to and modified their environment to meet the needs of their population. Students will explore how the Mesopotamian, Shang, and Indus River valley civilizations adapted to and modified their environments to meet their need for food, clothing, and shelter.
- Complex societies and civilizations shared common characteristics of religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy, and they made unique contributions. Students will explore the Mesopotamian, Shang, and Indus River valley civilizations by examining archaeological

[17] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/framework-9-12-with-2017-updates.pdf

and historical evidence to compare and contrast characteristics and note their unique contributions.

- The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities. Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships.
- Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife. Students will identify the place of origin, compare and contrast the core beliefsand practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism.

Unit 2

600 B.C.E. – ca. 900 C.E. 9.3 CLASSICAL CIVILIZATIONS: EXPANSION, ACHIEVEMENT, DECLINE: Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over vast territories. They developed lasting cultural achievements. Both internal and external forces led to the eventual decline of these empires.

- Geographic factors encouraged and hindered a state's/empire's expansion and interactions. Students will examine the locations and relative sizes of classical political entities (Greece, Gupta, Han, Maurya, Maya, Qin, Rome) noting the location and size of each in relation to the amount of power each held within a region. Students will investigate how geographic factors encouraged or hindered expansion and interactions within the Greek, Roman, and Mayan civilizations.
- Empires used belief systems, systems of law, forms of government, military forces, and social hierarchies to consolidate and expand power. Students will compare and contrast how the Mauryan, Qin, and Roman civilizations consolidated and increased power.
- A period of peace, prosperity, and cultural achievements can be designated as a Golden Age. Students will examine the achievements of Greece, Gupta, Han Dynasty, Maya, and Rome to determine if the civilizations experienced a Golden Age.
- Political, socioeconomic, and environmental issues, external conflicts, and nomadic invasions led to the decline and fall of Classical empires. Students will compare and contrast the forces that led to the fall of the Han Dynasty, the Mayan civilization, and the Roman Empire.

Unit 3

500 – ca. 1500 9.4 RISE OF TRANSREGIONAL TRADE NETWORKS: During the classical and postclassical eras, transregional trade networks emerged and/or expanded. These networks of exchange influenced the economic and political development of states and empires

- Afro-Eurasian transregional trade networks grew across land and bodies of water. Students will identify the location of the transregional trade networks noting regional connections between the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes.
- New technologies facilitated and improved interregional travel during this era by allowing people to traverse previously prohibitive physical landscapes and waterways. Students will examine the technologies that facilitated and improved interregional travel along the Indian Ocean and Trans-Saharan networks of exchange.

- Interregional travelers, traders, missionaries, and nomads carried products and natural resources, and brought with them enslaved people and ideas that led to cultural diffusion. Students will identify and explain the importance of at least two key resources and/or products and/or luxury items vital to exchanges along the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes. Students will identify trade networks involved in the exchange of enslaved people and explore the nature of slavery during this time period. Students will examine the diffusion of religious ideas along the Indian Ocean complex, Silk Roads, and Trans-Saharan routes. Students will examine the travels of Zheng He, Ibn Battuta, and Marco Polo and the influence of their journeys.
- Control of transregional trade and economic growth contributed to the emergence and expansion of political states. Students will examine the emergence and expansion of political states along the Mediterranean Sea complex (the Byzantine Empire and rise of the Ottoman Empire) and Trans-Saharan routes (Ghana and Mali).
- **Highlight:** POLITICAL POWERS AND ACHIEVEMENTS: New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative stability allowed for significant cultural, technological, and scientific innovations.
- Following the fall of the Roman Empire, divergent societies emerged in Europe. Students will examine the political, economic, and social institutions of feudal Western Europe and the Byzantine Empire, including the role of Justinian and Theodora during the Middle Ages. Students will compare and contrast the institutions in feudal Western Europe and the Byzantine Empire ca. 500 to ca. 1200.
- Political states and empires employed a variety of techniques for expanding and maintaining control, and sometimes disrupted state-building in other regions. Students will examine the locations and relative sizes of post classical states and empires at the heights of their power, including the Abbasid Caliphate, Byzantine Empire, Mongol Empire, and Song and Tang dynasties, noting relative position, power within their regions and the areas they influenced. Students will compare and contrast the empire-building processes of the Mongols and the Islamic caliphates, noting important disruptions in other regions.
- Periods of stability and prosperity enabled cultural, technological, and scientific achievements and innovations that built on or blended with available knowledge, and often led to cultural diffusion. Students will compare and contrast the achievements and innovations of the Tang and Song dynasties with the Abbasid Caliphate. Students will explore the spread and evolution of technology and learning from East Asia to Western Europe via the Middle East (e.g., gunpowder, ship technology, navigation, printing, paper). Students will examine feudal Japan, tracing the previous arrival of elements of Chinese culture (e.g., Buddhism, writing, poetry, art) and how those elements were adopted in and adapted to Japanese society.
- **Highlight:** SOCIAL AND CULTURAL GROWTH AND CONFLICT: During the postclassical era, the growth of transregional empires and the use of trade networks influenced religions and spread disease. These cross-cultural interactions also led to conflict and affected demographic development.

- Internal tensions and challenges grew as disputes over authority and power arose between and among religious and political leaders. Students will investigate the divisions within Islam (Sunni-Shia) and the Great Schism between Roman Catholic Christianity and Orthodox Christianity and their impacts. Students will investigate the Crusades and the Delhi Sultanate from multiple perspectives. Students will examine the development of Sikhism in South Asia during this time period.
- Networks of exchange facilitated the spread of disease, which affected social, cultural, economic, and demographic development. Students will map the spread of the Black Death (Bubonic Plague) as it was carried westward from Asia to Africa and Europe. Students will evaluate the effects of the Black Death on these regions.

Unit 4

1400 – 1750 9.7 THE OTTOMAN EMPIRE AND THE MING DYNASTY PRE-1600: Islam, Neo-Confucianism, and Christianity each influenced the development of regions and shaped key centers of power in the world between 1368 and 1683. The Ottoman Empire and the Ming Dynasty were two powerful states, each with a view of itself and its place in the world.

- Three belief systems influenced numerous, powerful states and empires across the Eastern Hemisphere. Students will map the extent of the Muslim, Neo-Confucian, and Christian realms and compare the relative size and power of these realms ca. 1400. Students will map the extent of the Ottoman Empire and the Ming Dynasty at the height of their power.
- The dominant belief systems and the ethnic and religious compositions of the Ottoman Empire and the Ming Dynasty affected their social, political, and economic structures and organizations. Students will analyze how the ethnic and religious compositions of the Ottoman Empire and the Ming Dynasty were reflected in their political and societal organizations.
- The Ottoman Empire and the Ming Dynasty had different views of the world and their place in it. Islam under the Ottoman Empire and Neo-Confucianism under the Ming Dynasty influenced the political, economic, military, and diplomatic interactions with others outside of their realm. Students will examine Ming interactions with European traders and Christian missionaries. Students will examine how the Ottomans interacted with Europeans noting the role of Suleiman the Magnificent.

Unit 5

AFRICA AND THE AMERICAS PRE-1600: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.

- Complex societies and civilizations continued to develop in Africa and the Americas. The environment, the availability of resources, and the use of trade networks shaped the growth of the Aztec, Inca, and Songhai empires and East African city-states. This growth also influenced their economies and relationships with others. Students will locate the extent of the Songhai and East African states in Africa and the Aztec and Incan empires in the Americas using an Atlantic Ocean-centered map. Students will examine the adaptations made to the environment by the Aztecs and Incas. Students will examine the relationships with neighboring peoples in the region considering warfare, tribute,

and trade. Students will examine the influence of Islam on the growth of trade networks and power relations in the Songhai Empire and in East Africancity-states.

- Local traditional religions influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600. Students will examine the role of nature and the traditional religious beliefs in the Americas and Africa (e.g., animism) during this period. Students will explore the relationships between religious beliefs and political power in the Aztec and Inca empires.
- Complex societies and civilizations made unique cultural achievements and contributions. Students will investigate the achievements and contributions of the Aztec, Inca, and Songhai empires.

Unit 6

TRANSFORMATION OF WESTERN EUROPE AND RUSSIA: Western Europe and Russia transformed politically, economically, and culturally ca. 1400–1750. This transformation included state building, conflicts, shifts in power and authority, and new ways of understanding their world.

- The Renaissance was influenced by the diffusion of technology and ideas. The Islamic caliphates played an important role in this diffusion. Students will investigate technologies and ideas, including printing and paper, navigational tools, and mathematics and medical science that diffused to Europe, noting the role of the Islamic caliphates. Students will explore shifts in the Western European Medieval view of itself and the world as well as key Greco-Roman legacies that influenced Renaissance thinkers and artists. Students will examine political ideas developed during the Renaissance, including those of Machiavelli.
- The Reformation challenged traditional religious authority, which prompted a counter reformation that led to a religiously fragmented Western Europe and political conflicts. This religious upheaval continued the marginalization of Jews in European society. Students will explore the roles of key individuals, including Martin Luther, John Calvin, Elizabeth I, and Ignatius Loyola, and the impacts that they had on the religious and political unity of Europe. Students will trace the discrimination against and persecution of Jews.
- Absolutist governments emerged as Western European and Russian monarchs consolidated power and wealth. Students will investigate Russian efforts to remove Mongol and Islamic influence and to expand and transform their society. Students will investigate autocratic and absolutist rule by comparing and contrasting the reigns of Louis XIV and Peter the Great.
- The development of the Scientific Revolution challenged traditional authorities and beliefs. Students will examine the Scientific Revolution, including the influence of Galileo and Newton. 9.9 e The Enlightenment challenged views of political authority and how power and authority were conceptualized. Students will investigate the Enlightenment by comparing and contrasting the ideas expressed in The Leviathan and The Second Treatise on Government. Students will investigate the context and challenge to authority in the English Civil War and Glorious Revolution.
- **Highlight** INTERACTIONS AND DISRUPTIONS: Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This

encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the reorientation of trade networks.

- Various motives, new knowledge, and technological innovations influenced exploration and the development of European transoceanic trade routes. Students will explore the relationship between knowledge and technological innovations, focusing on how knowledge of wind and current patterns, combined with technological innovations, influenced exploration and transoceanic travel. Students will trace major motivations for European interest in exploration and oceanic trade, including the influence of Isabella and Ferdinand.
- Transatlantic exploration led to the Encounter, colonization of the Americas, and the Columbian exchange. Students will map the exchange of crops and animals and the spread of diseases across the world during the Columbian exchange. Students will investigate the population of the Americas before the Encounter and evaluate the impact of the arrival of the Europeans on the indigenouspopulations. Students will contrast the demographic impacts on Europe and China after the introduction of new crops with demographic effects on the Americas resulting from the Columbian exchange.
- The decimation of indigenous populations in the Americas influenced the growth of the Atlantic slave trade. The trade of enslaved peoples resulted in exploitation, death, and the creation of wealth. Students will examine how the demand for labor, primarily for sugar cultivation and silver mining, influenced the growth of the trade of enslaved Africanpeoples. Students will investigate European and African roles in the development of the slave trade, and investigate the conditions and treatment of enslaved Africans during the Middle Passage and in the Americas.
- European colonization in the Americas and trade interactions with Africa led to instability, decline, and near destruction of once-stable political and cultural systems. Students will examine the political, economic, cultural, and geographic impacts of Spanish colonization on the Aztec and Inca societies. Students will investigate the different degrees of social and racial integration and assimilation that occurred under colonizing powers, laying the foundations for complex and varying social hierarchies in the Americas. Students will examine the social, political, and economic impact of the Atlantic slave trade on Africa, including the development of the kingdoms of the Ashanti and Dahomey.
- The Eastern Hemisphere trade networks were disrupted by the European development of new transoceanic trade across the Indian, Pacific, and Atlantic Oceans. Shifts in global trade networks and the use of gunpowder had positive and negative effects on Asian and European empires. Students will explore how new transoceanic routes shifted trade networks (e.g., Indian Ocean, the Silk Road, Trans-Saharan) in the EasternHemisphere.
- Students will explore how shifts in the global trade networks and the use of gunpowder affected the Ottoman Empire. Students will examine the development of European maritime empires and mercantilism.

Grade 10 Global Studies II: *The OACS Global Studies II Course offers perspective of the world post 1750. Students are exposed to patterns that occurred throughout world-governments, as well as the economic growth and population shifts that have occurred over time in some parts.*

Students develop the ability to compare and contrast on a deeper level throughout Global Studies II which is an example of the cross-curricular planning that will organically occur throughout the delivery of high school classes.

THE WORLD in 1750: The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interactions of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks.

- Powerful Eurasian states and empires faced and responded to challenges ca. 1750. Students will compare and contrast the Mughal Empire and the Ottoman Empire in 1750 in terms of religious and ethnic tolerance, political organization, and commercial activity. Students will examine efforts to unify, stabilize, and centralize Japan under the rul eof the Tokugawa Shogunate. Students will compare and contrast the Tokugawa Shogunate in Japan with France under the rule of the Bourbon Dynasty, looking at the role of Edo and Paris/Versailles, attempts to control the daimyo and nobles, and the development of bureaucracies.
- Perceptions of outsiders and interactions with them varied across Eurasia. Students will compare and contrast the Tokugawa and Mughal responses to outsiders, with attention to the impacts of those decisions. Students will create a world map showing the extent of European maritime empires, the Russian Empire, the Ottoman Empire, Mughal Empire, China under the Qing Dynasty, Japan under the Tokugawa Shogunate, Ashanti, Benin, and Dahomey ca. 1750. Students will compare the size of these states, empires, and kingdoms relative to the power they wielded in their regions and in the world. 1750–1914: An Age of Revolutions, Industrialization, and Empires

Unit 2

ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements.

- Enlightenment thinkers developed political philosophies based on natural laws, which included the concepts of social contract, consent of the governed, and the rights of citizens. Students will examine at least three Enlightenment thinkers, including John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau, and key ideas from their written works.
- Individuals used Enlightenment ideals to challenge traditional beliefs and secure people's rights in reform movements, such as women's rights and abolition; some leaders may be considered enlightened despots. Students will explore the influence of Enlightenment ideals on issues of gender and abolition by examining the ideas of individuals such as Mary Wollstonecraft and William Wilberforce. Students will examine enlightened despots including Catherine the Great.
- Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas. Students will examine evidence related to the preconditions of the French Revolution and the course of the revolution, noting the roles of Olympe de Gouges, Maximilien Robespierre, and Napoleon

Bonaparte. Students will examine the evidence related to the impacts of the French Revolution on resistance and revolutionary movements, noting the roles of Toussaint L'Ouverture and Simon Bolivar.

- Cultural identity and nationalism inspired political movements that attempted to unify people into new nation-states and posed challenges to multinational states. Students will investigate the role of cultural identity and nationalism in the unification of Italy and Germany and in the dissolution of the Ottoman and AustrianEmpires.

Unit 3

CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION: Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems.

- Agricultural innovations and technologies enabled people to alter their environment, allowing them to increase and support farming on a large scale. Students will examine the agricultural revolution in Great Britain.
- Factors including new economic theories and practices, new sources of energy, and technological innovations influenced the development of new communication and transportation systems and new methods of production. These developments had numerous effects. Students will analyze the factors and conditions needed to industrialize and to expand industrial production, as well as shifts in economic practices. Students will examine the economic theory presented in The Wealth ofNations. Students will examine changes and innovations in energy, technology, communication, and transportation that enabled industrialization.
- Shifts in population from rural to urban areas led to social changes in class structure, family structure, and the daily lives of people. Students will investigate the social, political, and economic impacts of industrialization in Victorian England and Meiji Japan and compare and contrast them.
- Social and political reform, as well as new ideologies, developed in response to industrial growth. Students will investigate suffrage, education, and labor reforms, as well as ideologies such as Marxism, that were intended to transform society. Students will examine the Irish potato famine within the context of the British agricultural revolution and Industrial Revolution.

Unit 4

IMPERIALISM: Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world.

- European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons. Students will explore imperialism from a variety of perspectives such as those of missionaries, indigenous peoples, women, merchants/business people, and government officials. Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence inChina.

- Those who faced being colonized engaged in varying forms of resistance and adaptation to colonial rule with varying degrees of success. Students will investigate one example of resistance in Africa (Zulu, Ethiopia, or Southern Egypt/Sudan) and one in China (Taiping Rebellion or Boxer Rebellion and the role of Empress Dowager CiXi). Students will investigate how Japan reacted to the threat of Western imperialism in Asia.
- International conflicts developed as imperial powers competed for control. Claims over land often resulted in borders being shifted on political maps, often with little regard for traditional cultures and commerce (e.g., Berlin Conference).
- Students will compare and contrast maps of Africa from ca. 1800 and ca. 1914, noting the changes and continuities of ethnic groups and regions, African states, and European claims. 1914–Present: Crisis and Achievement in the 20th Century

Unit 5

UNRESOLVED GLOBAL CONFLICT (1914–1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace.

- International competition, fueled by nationalism, imperialism, and militarism along with shifts in the balance of power and alliances, led to world wars. Students will compare and contrast long- and short-term causes and effects of World War I and World War II.
- Technological developments increased the extent of damage and casualties in both World War I and World War II. Students will compare and contrast the technologies utilized in both World War I and World War II, noting the human and environmental devastation.
- The devastation of the world wars and use of total war led people to explore ways to prevent future world wars. Students will examine international efforts to work together to build stability and peace, including Wilson's Fourteen Points, the Treaty of Versailles, the League of Nations, and the United Nations.
- Nationalism and ideology played a significant role in shaping the period between the world wars. Students will examine the Russian Revolution and the development of Soviet ideology and nationalism under Lenin and Stalin. Students will examine the role of nationalism and the development of the National Socialist state under Hitler in Germany. Students will examine the role of nationalism and militarism in Japan. Students will investigate the causes of the Great Depression and its influence on the rise of totalitarian dictators and determine the common characteristics of these dictators.
- Human atrocities and mass murders occurred in this time period. Students will examine the atrocities against the Armenians; examine the Ukrainian Holodomor, and examine the Holocaust.

Unit 6

UNRESOLVED GLOBAL CONFLICT (1945–1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. (Standards: 2, 3, 4, 5; Themes: TCC, GOV, ECO, TECH, EXCH)

- The Cold War originated from tensions near the end of World War II as plans for peace were made and implemented. The Cold War was characterized by competition for power and ideological differences between the United States and the Soviet Union. Students will compare and contrast how peace was conceived at Yalta and Potsdam with what

happened in Europe in the four years after World War II (i.e., Soviet occupation of Eastern Europe, Truman Doctrine, Berlin blockade,NATO).

- The Cold War was a period of confrontations and attempts at peaceful coexistence. Students will investigate the efforts to expand and contain communism in Cuba, Vietnam, and Afghanistan from multiple perspectives. Students will examine the new military alliances, nuclear proliferation, and the rise of the military-industrial complex. Students will examine the reasons countries such as Egypt and India chose nonalignment. Students will explore the era of détente from both American and Sovietperspectives.
- The end of the Cold War and the collapse of the communist bloc in Europe had a global impact. Students will investigate the political reforms of glasnost and economic reforms of perestroika. Students will examine the impacts of those reforms within the Soviet Union, on the Soviet communist bloc, and in the world.

Unit 7

DECOLONIZATION AND NATIONALISM (1900–2000): Nationalist and decolonization movements employed a variety of methods, including nonviolent resistance and armed struggle. Tensions and conflicts often continued after independence as new challenges arose.

- Independence movements in India and Indochina developed in response to European control. Students will explore Gandhi's nonviolent nationalist movement and nationalist efforts led by the Muslim League aimed at the masses that resulted in a British-partitioned subcontinent. Students will compare and contrast the ideologies and methodologies of Gandhi and Ho Chi Minh as nationalist leaders.
- African independence movements gained strength as European states struggled economically after World War II. European efforts to limit African nationalist movements were often unsuccessful. Students will explore at least two of these three African independence movements: Ghana, Algeria, Kenya.
- Nationalism in the Middle East was often influenced by factors such as religious beliefs and secularism. Students will investigate Zionism, the mandates created at the end of World War I, and Arab nationalism. Students will examine the creation of the State of Israel and the Arab-Israeli conflict.
- Nationalism in China influenced the removal of the imperial regime, led to numerous conflicts, and resulted in the formation of the communist People's Republic ofChina. Students will trace the Chinese Civil War, including the role of warlords, nationalists, communists, and the world wars that resulted in the division of China into a communistrun People's Republic of China and a nationalist-run Taiwan. Students will investigate political, economic, and social policies under Mao Zedong and Deng Xiaoping and compare and contrast these policies. Contemporary Issues

Unit 8

TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION: Tensions exist between traditional cultures and agents of modernization. Reactions for and against modernization depend on perspective and context.

- Cultures and countries experience and view modernization differently. For some, it is a change from a traditional rural, agrarian condition to a secular, urban, industrial condition. Some see modernization as a potential threat and others as an opportunity to

be met. Students will investigate the extent to which urbanization and industrialization have modified the roles of social institutions such as family, religion, education, and government by examining one case study in each of these regions: Africa (e.g., Zimbabwe, Kenya, Nigeria, Sierra Leone), Latin America (e.g., Brazil, Argentina, Chile, Mexico), and Asia (e.g., China, India, Indonesia, South Korea).

- Tensions between agents of modernization and traditional cultures have resulted in ongoing debates within affected societies regarding social norms, gender roles, and the role of authorities and institutions. Students will investigate, compare, and contrast tensions between modernization and traditional culture in Turkey under the rule of Kemal Atatürk and in Iran under the Pahlavis and the Ayatollahs. Students will explore how changes in technology, such as communication and transportation, have affected interactions between people and those in authority (e.g., efforts to affect change in government policy, engage people in the political process including use of social media, control access to information, and use terrorism as a tactic).

Unit 9

GLOBALIZATION AND A CHANGING GLOBAL ENVIRONMENT (1990–PRESENT): Technological changes have resulted in a more interconnected world, affecting economic and political relations and in some cases leading to conflict and in others to efforts to cooperate. Globalization and population pressures have led to strains on the environment.

- Technological changes in communication and transportation systems allow for instantaneous interconnections and new networks of exchange between people and places that have lessened the effects of time and distance.
- Students will explore how information is accessed, exchanged, and controlled and how business is conducted in light of changing technology. Students will investigate the causes and effects of, and responses to, one infectious disease (e.g., malaria, HIV/AIDS).
- Globalization is contentious, supported by some and criticized by others. Students will compare and contrast arguments supporting and criticizing globalization by examining concerns including: • free market, export-oriented economies vs. localized, sustainable activities • development of a mixed economy in China and China's role in the global economy • multinational corporations and cartels (e.g., Organization of Petroleum Exporting Countries) • roles of the World Trade Organization, the World Bank, the International Monetary Fund, and microfinance institutions • economic growth and economic downturns (e.g., recession, depression) on a national and a global scale • economic development and inequality (e.g., access to water, food, education, health care, energy) • migration and labor • ethnic diversity vs. homogenization (e.g., shopping malls, fast food franchises, language, popular culture)
- Population pressures, industrialization, and urbanization have increased demands for limited natural resources and food resources, often straining the environment. Students will examine how the world's population is growing exponentially for numerous reasons and how it is not evenly distributed. Students will explore efforts to increase and intensify food production through industrial agriculture (e.g., Green Revolutions, use of fertilizers and pesticides, irrigation, and genetic modifications). Students will examine strains on the environment, such as threats to wildlife and degradation of the physical

environment (i.e., desertification, deforestation and pollution) due to population growth, industrialization, and urbanization.

- Globalization has created new possibilities for international cooperation and for international conflict. Students will examine the roles of the United Nations (UN), North Atlantic Treaty Organization (NATO), the European Union, nongovernmental organizations (NGOs), and efforts to build coalitions to promote international cooperation to address conflicts and issues. They will also examine the extent to which these efforts were successful. Students will investigate one organization and one international action that sought to provide solutions to environmental issues, including the Kyoto Protocol. Students will examine threats to global security, such as international trade in weapons (e.g., chemical, biological, and nuclear), nuclear proliferation, cyber war, and terrorism, including a discussion of the events of September 11, 2001.

Unit 10

HUMAN RIGHTS VIOLATIONS: Since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights has provided a set of principles to guide efforts to protect threatened groups and has served as a lens through which historical occurrences of oppression can be evaluated.

- Following World War II, the United Nations Universal Declaration of Human Rights (1948) was written. This provides a set of principles to guide efforts to protect threatened groups. Students will investigate and analyze the historical context of the Holocaust, Nuremberg Trials, and Tokyo Trials and their impacts on the UN Universal Declaration of Human Rights. Students will examine the articles contained in the UN Universal Declaration of Human Rights.
- Governments, groups, and individuals have responded in various ways to the human atrocities committed in the 20th and 21st centuries. Students will explore multinational treaties and international court systems that bind countries to adhere to international human rights. Students will explore international organizations that work to maintain peace, stability, and economic prosperity, and to protect nations and people from oppressive governments and political violence.
- Historical and contemporary violations of human rights can be evaluated, using the principles and articles established within the UN Universal Declaration of HumanRights. Students will examine the atrocities committed under Augusto Pinochet, Deng Xiaoping, and Slobodan Milosevic in light of the principles and articles within the UN Universal Declaration of Human Rights. Students will examine and analyze the roles of perpetrators and bystanders in human rights violations in Cambodia, Rwanda, and Darfur in light of the principles and articles within the UN Universal Declaration of Human Rights. Students will examine the policy of apartheid in South Africa and the growth of the antiapartheid movements, exploring Nelson Mandela's role in these movements and in the post-apartheid period. Students will explore efforts to address human rights violations by individuals and groups, including the efforts of Mother Teresa, Aung San Suu Kyi, and the Mothers of the Plaza de Mayo.

Grade 11 US History and Government*: The OACS US History and Government is a course designed to dive deeper into previously learned material. Students are able to analyze and develop reasons for historical events, as well as analyze perspectives.* Based on the Common Core Curriculum the OACS US History and Government course will reference intermediate studies of historical events that have shaped the United States' most recent growth and change.[18]

Unit 1

COLONIAL FOUNDATIONS (1607– 1763): European colonization in North America prompted cultural contact and exchange between diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America.

- Contact between Native American* groups and Europeans occurred through cultural exchanges, resistance efforts, and conflict. Students will trace European contact with Native Americans, including the Dutch, the English, the French and the Spanish. Students will examine the impacts of European colonization on Native Americans, who eventually lost much of their land and experienced a drastic decline in population through diseases and armed conflict.
- A number of factors influenced colonial economic development, social structures,and labor systems, causing variation by region. Students will examine the impacts of geographic factors on patterns of settlement and the development of colonial economic systems. Students will examine the factors influencing variations in colonial social structures and labor systems. Students will analyze slavery as a deeply established component of the colonial economic system and social structure, indentured servitude vs. slavery, the increased concentration of slaves in the South, and the development of slavery asa racial institution.
- Colonial political developments were influenced by British political traditions, Enlightenment ideas, and the colonial experience. Self-governing structures were common, and yet varied across the colonies. Students will examine colonial political institutions to determine how they were influenced by Enlightenment ideas, British traditions such as the Magna Carta, and the colonial experience. Students will examine colonial democratic principles by studying documents such as the Mayflower Compact and the Maryland Toleration Act of 1649, colonial governmental structures such as New England town meetings and the Virginia House of Burgesses, and the practice of the right of petition in NewNetherland. * For this document the term "Native American" is used with the understanding that it could say "American Indian."

Unit 2

CONSTITUTIONAL FOUNDATIONS (1763 – 1824): Growing political and economic tensions led the American colonists to declare their independence from Great Britain. Once independent, the new nation confronted the challenge of creating a stable federal republic.

- Following the French and Indian War, the British government attempted to gain greater political and economic control over the colonies. Colonists resisted these efforts, leading

[18] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/framework-9-12-with-2017-updates.pdf

to increasing tensions between the colonists and the British government. Students will examine British efforts to gain greater political and economic control, such as the Proclamation of 1763, the Stamp Act, the Townsend Acts, the Tea Act, the Boston Massacre, and the Coercive Acts, and colonial reactions to these efforts.

- Failed attempts to mitigate the conflicts between the British government and the colonists led the colonists to declare independence, which they eventually won through the Revolutionary War, which affected individuals in different ways. Students will examine the purpose of and the ideas contained in the Declaration of Independence and consider its long term impacts. Students will examine the impacts of the Revolutionary War on workers, African Americans, women, and Native Americans.
- Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation but instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution. Students will examine the weaknesses and successes of government under the Articles of Confederation. Students will explore the development of the Constitution, including the major debates and their resolutions, which included compromises over representation, taxation, and slavery. Students will examine the structure, power, and function of the federal government as created by the Constitution, including key constitutional principles such as the division of power between federal and state government, the separation of powers at the federal level, the creation of checks and balances, the sovereignty of the people, and judicial independence. Students will examine the key points of debate expressed in the Federalist Papers and the Antifederalist Papers, focusing on the protection of individual rights and the proper size for a republic. Students will examine the rights and protections provided by the Bill of Rights and to whom they initially applied.
- Under the new Constitution, the young nation sought to achieve national security and political stability, as the three branches of government established their relationships with each other and the states. Students will identify presidential actions and precedents established by George Washington, including those articulated in his Farewell Address. Students will examine Hamilton's economic plan, the debate surrounding the plan, and its impacts on the development of political parties. Students will examine the tradition of a peaceful transfer of power established in the presidential election of 1800 and compare it to the presidential election of 2000, focusing on the roles of the Electoral College and Congress in 1800 and the Electoral College and the Supreme Court in 2000. Students will examine Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden, and analyze how these decisions strengthened the powers of the federal government.

Unit 3

EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War.

- American nationalism was both strengthened and challenged by territorial expansion and economic growth. Students will examine how the Louisiana Purchase, the War of 1812, and the Monroe Doctrine strengthened nationalism. Students will examine the

market revolution, including technological developments, the development of transportation networks, the growth of domestic industries, the increased demands for free and enslaved labor, the changing role of women, and the rise of political democracy. Students will examine Jackson's presidency, noting the ways it strengthened presidential power yet challenged constitutional principles in thecase of Worcester v. Georgia (1832), including the controversy concerning the Indian Removal Act and its implementation.

- Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism. Students will compare different perspectives on States rights by examining the Kentucky and Virginia Resolutions and the nullification crisis. Students will investigate the development of the abolitionist movement, focusing on Nat Turner's Rebellion, Sojourner Truth, William Lloyd Garrison (The Liberator), Frederick Douglass (The Autobiography of Frederick Douglass and The North Star), and Harriet Beecher Stowe (Uncle Tom's Cabin). Students will examine the emergence of the women's rights movement out of the abolitionist movement, including the role of the Grimké sisters, Lucretia Mott,and Elizabeth Cady Stanton, and evaluate the demands made at the Seneca Falls Convention (1848). Students will examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican-American war, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, and John Brown's raid.
- Long-standing disputes over States rights and slavery and the secession of Southern states from the Union, sparked by the election of Abraham Lincoln, led to the Civil War. After the issuance of the Emancipation Proclamation, freeing the slaves became a major Union goal. The Civil War resulted in tremendous human loss and physical destruction. Students will compare the relative strengths of the Union and the Confederacy in terms of industrial capacity, transportation facilities, and military leadership, and evaluate the reasons why the North prevailed over the South and the impacts of the war. Students will examine the expansion of executive and federal power as they relate to the suspension of habeas corpus within the Union and the issuance of the Emancipation Proclamation. Students will analyze the ideas expressed in the Gettysburg Address, considering its long-term effects.

Unit 4

POST-CIVIL WAR ERA (1865 – 1900): Reconstruction resulted in political reunion and expanded constitutional rights. However, those rights were undermined, and issues of inequality continued for African Americans, women, Native Americans, Mexican Americans, and Chinese immigrants.

- Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions. Students will examine the 13th, 14th, and 15th amendments and consider the role of Radical Republicans in Reconstruction. Students will investigate the ways individuals, groups, and government institutions limited the rights of African Americans, including the use of Black Codes, the passage of Jim Crow laws, the Ku Klux Klan, restrictions on voting rights, and Supreme Court cases including the Civil Rights Cases (1883) and Plessy v. Ferguson (1896). Students will examine the ways in which freedmen attempted to build independent lives, including the activities of

the Freedmen's Bureau, the creation of educational institutions, and political participation. Students will examine the impacts of the election of 1876 and the compromise of 1877on African Americans.

- The 14th and 15th amendments failed to address the rights of women. Students will examine the exclusion of women from the 14th and 15th amendments and the subsequent struggle for voting and increased property rights in the late 19th century. The students will examine the work of Susan B.Anthony.
- Federal policies regarding westward expansion had positive effects on the national economy but negative consequences for Native Americans. Students will examine the economic effects of the Homestead Act (1862) and the Pacific Railway Act (1862) on westward expansion. Students will examine the effect of federal policies on Native Americans, including reservation policies, the Dawes Act (1887), and forced assimilation efforts (Carlisle Indian School).
- Racial and economic motives contributed to long-standing discrimination against Mexican Americans and opposition to Chinese immigration. Students will analyze relevant provisions of the Treaty of Guadalupe Hidalgo as compared with the actual treatment of Mexicans and Mexican Americans in the Southwest, including California, from 1848 to 1900. Students will examine the contributions of Chinese to the national economy and reasons for nativist opposition to their continued immigration (Chinese Exclusion Act of 1882).

Unit 5

INDUSTRIALIZATION AND URBANIZATION (1870 – 1920): The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts.

- New technologies and economic models created rapid industrial growth and transformed the United States.
- Students will examine the technological innovations that facilitated industrialization, considering energy sources, natural resources, transportation, and communication. Students will examine the growth of industries under the leadership of businessmen such as John D. Rockefeller, Andrew Carnegie, J.P. Morgan, and Henry Ford and analyze their business practices and organizational structures. Students will evaluate the effectiveness of state and federal attempts to regulate business by examining the Supreme Court decision in Wabash, St. Louis & Pacific R.R. v. Illinois (1886), the Interstate Commerce Act (1887), the Sherman Antitrust Act (1890), and President Theodore Roosevelt's trust-busting role as evidenced in Northern Securities Co. v. United States (1904).
- Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts. Students will examine demographic trends associated with urbanization and immigration between 1840 and 1920, including push-pull factors regarding Irish immigration and immigration from southern and eastern Europe. Students will examine problems faced by farmers between 1870 and 1900 and examine the goals and achievements of the Grange Movement and the Populist Party. Students will examine the attempts of workers to

unionize from 1870 to 1920 in response to industrial working conditions, including the Knights of Labor, the American Federation of Labor, the American Railway Union, the International Ladies Garment Workers' Union, and the Industrial Workers of the World, considering actions taken by the unions and the responses to these actions. Students will examine Progressive Era reforms, such as the 16th and 17thamendments (1913) and the establishment of the Federal Reserve System (1913). Students will examine the efforts of the woman's suffrage movement after 1900, leading to ratification of the 19th amendment(1920). Students will trace the temperance and prohibition movements leading to the ratification of the 18th amendment (1919). Students will trace reform efforts by individuals and the consequences of those efforts, including: • Jane Addams and Hull House • Jacob Riis' How the Other Half Lives • New York Governor Theodore Roosevelt and the Tenement Reform Commission • Upton Sinclair's The Jungle and the Meat InspectionAct • Margaret Sanger and birth control • Ida Tarbell's The History of the Standard Oil Company • Ida Wells and her writings about lynching of African Americans • Booker T. Washington's contributions to education, including the creation of Tuskegee Institute • W. E. B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of The Crisis, and the Silent Protest (1917)

Unit 6

THE RISE OF AMERICAN POWER (1890 – 1920): Numerous factors contributed to the rise of the United States as a world power. Debates over the United States' role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society.

- In the late 1800s, various strategic and economic factors led to a greater focus on foreign affairs and debates over the United States' role in the world. Students will examine factors such as the economic and strategic interests that led the United States to seek foreign markets, resources, and coaling stations, including interest in Hawaii. Students will investigate the causes and effects of the Spanish-American War, evaluating Spanish, Cuban, and United States interests and actions. Students will examine debates between anti-imperialists and imperialists surrounding ratification of the Treaty of Paris of 1898 and annexation of the Philippines. Students will investigate expanding American influence in the Caribbean and Latin America through the creation of the Panama Canal and the RooseveltCorollary.
- While the United States attempted to follow its traditional policy of neutrality at the beginning of World War I, the nation eventually became involved in the war. President Woodrow Wilson led the nation into war with the hope of reforming the international order through his Fourteen Points. Students will investigate the reasons for President Wilson's shift from neutrality to involvement in World War I. Students will examine Wilson's goals as expressed in the Fourteen Points, his role at the Versailles Peace Conference, and the compromises he was forced to make to gain approval for the League of Nations. Students will examine the reasons why President Wilson was unsuccessful in gaining support for Senate ratification of the Treaty of Versailles.
- World War I had important social, political, and economic effects on American society. Students will investigate the effects of mobilization on the United States economy,

including the role and contributions of women and African Americans in the war effort. Students will investigate the causes and effects of the Great Migration on American society. Students will examine the Supreme Court decision concerning civil liberties inSchenck v. United States (1919). Students will examine the relationship between postwar recession, fear of radicals, xenophobia, and the Red Scare (1919–1921).

Unit 7

PROSPERITY AND DEPRESSION (1920 – 1939): The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression.

- The 1920s was a time of cultural change in the country, characterized by clashes between modern and traditional values. Students will examine the cultural trends associated with the Roaring Twenties, including women's efforts at self-expression and their changing roles. Students will examine the impact of Prohibition on American society. Students will examine change in immigration policy as reflected by the passage of the Quota Acts of the 1920s. Students will examine the reasons for the resurgence of the Ku Klux Klan. Students will examine the key issues related to the Scopes trial.
- African Americans continued to struggle for social and economic equality while expanding their own thriving and unique culture. African American cultural achievements were increasingly integrated into national culture. Students will examine literary and artistic contributions associated with the Harlem Renaissance and its impact on national culture. Students will examine the rise of African American racial pride and Black Nationalism, including the role of Marcus Garvey.
- For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected in the stock market crash of 1929, led to the Great Depression.President Franklin D. Roosevelt's responses to the Great Depression increased the role of the federal government. Students will examine the reasons for economic prosperity during the 1920s. Students will examine the underlying weaknesses of the economy that led to the stock market crash of 1929 and the Great Depression. Students will compare and contrast the responses of Presidents Herbert Hoover and Franklin D. Roosevelt to the Great Depression. Students will examine the human and environmental causes of the Dust Bowl and its effects. Students will evaluate President Roosevelt's leadership during the Depression, including key legislative initiatives of the New Deal, expansion of federal government power, and the constitutional challenge represented by his court packing effort.

Unit 8

WORLD WAR II (1935 – 1945): The participation of the United States in World War II was a transformative event for the nation and its role in the world.

- As situations overseas deteriorated, President Roosevelt's leadership helped to move the nation from a policy of neutrality to a pro-Allied position and, ultimately, direct involvement in the war. Students will examine reasons for the passage of the Neutrality Acts (1935–1937) and consider the national debate as a shift to pro-Allied policies, including "cash and carry" and Lend-Lease. Students will trace ongoing negotiations with Japan and United States efforts to stop Japanese aggression without resorting to war and without appeasing Japanese demands. Students will examine the impact of the

Japanese attack on PearlHarbor. Students will examine President Roosevelt's leadership during World War II, including his role as commander in chief and his diplomatic efforts to maintain the Grand Alliance. Students will examine how technological advancements altered the nature of war and the extent of its devastation, including the use of air power over civilian targetsand President Truman's decision to use the atomic bomb against the Japanese cities of Hiroshima and Nagasaki.

- United States entry into World War II had a significant impact on American society. Students will examine United States mobilization efforts and wartime production and their effects on unemployment rates. Students will examine the reasons for President Roosevelt's executive order for Japanese removal, the impact of removal on Japanese people living in the United States, and the Supreme Court's decision in Korematsu v. United States(1944). Students will examine the contributions of women, African Americans, Native Americans, Asian Americans, Mexican workers, and Mexican Americans to the war effort, as well as the discrimination that they experienced in the military andworkforce.
- In response to World War II and the Holocaust, the United States played a major role in efforts to prevent such human suffering in the future. Students will investigate American officials' knowledge of the Holocaust, evaluating the degree to which intervention may have been possible. Students will examine the contributions of Supreme Court Justice Robert Jackson and his arguments made as Chief Prosecutor for the United States at the Nuremberg War Crimes trials. Students will investigate the role of Eleanor Roosevelt in creating the United Nations Universal Declaration of Human Rights.

Unit 9

COLD WAR (1945 – 1990): In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years.

- After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment. Students will trace key decisions made at wartime conferences as they applied to Poland, Eastern Europe, and postwar Germany, and note how continuing disagreements over these decisions helped bring about the start of the ColdWar. Students will trace United States containment policies, including the Truman Doctrine (1947), the Marshall Plan (1948), and the North Atlantic Treaty Organization (1949), and actions taken during the Berlin blockade, and consider how they represent a shift in American foreign policy. Students will examine domestic concerns about the spread of communism and the rise of McCarthyism. Students will examine the consequences of Truman's decision to fight a limited war in defense of South Korea. Students will trace the United States involvement in Vietnam, including President Johnson's decision to escalate the fighting inVietnam. Students will examine reasons for declining public confidence in government, including America's involvement in Vietnam, student protests, the growing antiwar movement, and the Watergate affair. Students will examine the congressional effort to limit presidential power through the War Powers Act.

- The United States and the Soviet Union engaged in a nuclear arms race that eventually led to agreements that limited the arms buildup and improved United States-Soviet relations. Students will trace the acceleration of the nuclear arms race, beginning with the detonation of an atomic bomb by the Soviet Union in 1949, through 1969, including the effects of Sputnik and the Space Race. Students will examine Soviet motives for placing missiles in Cuba and the impact of the Cuban missile crisis on Soviet-American relations, leading to the adoption of the Nuclear Test Ban Treaty. Students will examine the policy of détente and its effect on the nuclear arms race.
- American strategic interests in the Middle East grew with the Cold War, the creation of the State of Israel, and the increased United States dependence on Middle Eastern oil. The continuing nature of the Arab-Israeli dispute has helped to define the contours of American policy in the Middle East. Students will examine United States foreign policy toward the Middle East, including the recognition of and support for the State of Israel, the Camp David Accords, and the interaction with radical groups in the region.
- A combination of factors contributed to the end of the Cold War, including American policies and Soviet economic and political problems that led to the loss of Soviet control over Eastern Europe. Students will trace factors that led to the fall of the Berlin Wall and the end of the Cold War, including American policies, Soviet economic problems, Soviet efforts at reform, and the loss of Soviet control over Eastern Europe.

Unit 10

SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present): Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net.

- After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved. Students will examine the roles and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change. Students will examine the role of groups such as the National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), and Student Non-Violent Coordinating Committee (SNCC) in the movement, their goals and strategies, and major contributions. Students will examine judicial actions and legislative achievements during the movement, such as Brown v. Board of Education of Topeka (1954), the Civil Rights Act of 1964, Heart of Atlanta Motel, Inc. v. United States (1964) and the Voting Rights Act of 1965. Students will analyze the significance of key events in the movement, including the Montgomery bus boycott, federal intervention at Little Rock, Arkansas; the Birmingham protest; and the March on Washington.
- Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods. Students will trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations: Modern women's movement (e.g., The Feminine Mystique [1963], National Organization for Women , Equal Pay Act and Title IX, Roe v.Wade) Native Americans (e.g., American Indian Movement, Russell Means, native identity, sovereignty, and land claims) Brown

Power (Chicano) movement (e.g., Cesar Chavez, United Farm Workers) People with disabilities (e.g. Individuals with Disabilities Education Act [1975], Americans with Disabilities Act [1990]) Rights of the accused (e.g., Mapp v. Ohio [1961], Gideon v. Wainwright [1963], Miranda v. Arizona [1966]) Immigration (e.g., Immigration Act of 1965, Immigration Act of 1986, continuing debates over immigration) Page 43 Grades 9-12 Gay Rights and the LGBT movement (e.g., Stonewall Inn riots [1969], efforts for equal legal rights) Environment (e.g., Silent Spring [1962], Clean Air Act of 1970, Clean Water Act of 1972, Endangered Species Act of 1973, Environmental Protection Agency [1970], Reagan's policy) Student rights (e.g., Engel v. Vitale [1962], Tinker v. Des Moines School District [1969], New Jersey v. TLO [1985]) Students will thoroughly investigate at least one of the efforts above.

- Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. Students will compare and contrast the economic policies of President Johnson (Great Society) and President Reagan (Reaganomics) regarding the size and role of the federal government. Students will examine the causes of the financial panic of 2008 and the federal government's response to the Great Recession. Students will examine the debates over the role of the government in providing a social safety net, including the stability of the Social Security Trust Fund and Medicare Trust Fund, as well as changes under the Affordable Care Act.

Unit 11

THE UNITED STATES IN A CHANGING WORLD (1990 – present): The United States' political and economic status in the world has faced external and internal challenges related to international conflicts, economic competition, and globalization. Throughout this time period, the nation has continued to debate and define its role in the world.

- The United States created a coalition to defeat Iraq in the Persian Gulf War (1991), but was reluctant to commit American military power through the rest of the decade. Students will examine the decision of President George H. W. Bush to oppose Iraq's invasion of Kuwait. Students will evaluate the positive and negative consequences of the Persian Gulf War. Students will trace United States foreign policy regarding Bosnia, Rwanda, and Kosovo, exploring the tension between defending human rights and the reluctance to intervene stemming from the Vietnam syndrome.
- In response to the terrorist attacks of September 11, 2001, the United States launched the War on Terror, which involved controversial foreign and domestic policies. Students will trace the reactions to the September 11, 2001, attacks, including responses of the American public, the authorization of the War on Terror, theinvasion of Afghanistan, and the passage of the USA PATRIOT Act. Students will examine the decision to invade Iraq, which was based on allegations concerning weapons of mass destruction, and trace the course of the war. Students will evaluate the USA PATRIOT Act, including constitutional issues raised about the violation of civil liberties by the federal government's electronic surveillance programs.
- Globalization and advances in technology have affected the United States economy and society. Students will examine the positive and negative consequences of globalization in relation to the United States economy. Students will investigate the role of multinational corporations and their influence on both the United States economy and

on other countries around the world. Students will examine the economic relationship and the strategic rivalry between the United States and China.

Grade 12 US Economics and Personal Finance *OACS Economics and Personal finance allows students the opportunity to study capitalism, the free market, as well as the financial expectations for adults as they grow up. Within this year students will explore how to file their taxes, how to manage a basic budget, how to apply for financial aid- including the risks of credit, as well as the ramifications of poor financial decisions. Based on the Common Core Learning Standards, students will be prepared to take the Regents Exam, as well as for life.*[19]

Unit 1

FOUNDATIONS of AMERICAN DEMOCRACY: The principles of American democracy are reflected in the Constitution and the Bill of Rights and in the organization and actions of federal, state, and local government entities. The interpretation and application of American democratic principles continue to evolve and be debated.

- Enlightenment ideas such as natural rights, the social contract, popular sovereignty, and representative government greatly influenced the framers of the Constitution and Bill of Rights.
- The Constitution created a unique political system that distributes powers and responsibilities among three different branches of government at the federal level and between state and federal governments. State constitutions address similar structures and responsibilities for their localities.
- Limited government is achieved through the separation of powers between three different branches. The system of checks and balances is part of this limited government structure at all levels of government.
- The rule of law is a system in which no one, including the government, is above the law. The United States legal system has evolved over time as the result of implementation and interpretation of common law, constitutional law, statutory law, and administrative regulations.
- The powers not delegated specifically in the Constitution are reserved to the states. Though the powers and responsibilities of the federal government have expanded over time, there is an ongoing debate over this shift in power and responsibility.
- The Constitution includes a clearly defined and intentionally rigorous process for amendment. This process requires state and federal participation, and allows the Constitution to evolve and change.

Unit 2

CIVIL RIGHTS and CIVIL LIBERTIES: The United States Constitution aims to protect individual freedoms and rights that have been extended to more groups of people over time. These rights and freedoms continue to be debated, extended to additional people, and defined through judicial interpretation. In engaging in issues of civic debate, citizens act with an appreciation of differences and are able to participate in constructive dialogue with those who hold different perspectives.

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[19] http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/framework-9-12-with-2017-updates.pdf

- Equality before the law and due process are two fundamental values that apply to all under the jurisdiction of the United States. While the United States legal system aims to uphold the values of equality before the law, due process, human dignity, freedom of conscience, inalienable rights, and civility, the extent to which the legal system upholds these values in practice is an issue of ongoing civic debate.
- The Constitution aims to protect, among other freedoms, individual and group rights to freedom of speech, freedom of the press, freedom of assembly, freedom of petition, and freedom of religion. The extent to which these ideals exist in practice and how these protections should be applied in a changing world continues to be an issue of ongoing civic
- An independent judicial system is an integral part of the process that interprets and defends citizens' freedoms and rights. Issues pertaining to the flexibility of judicial interpretation and the impartiality of justices in practice are continued sources of public debate.
- The definition of civil rights has broadened over the course of United States history, and the number of people and groups legally ensured of these rights has also expanded. However, the degree to which rights extend equally and fairly to all (e.g., race, class, gender, sexual orientation) is a continued source of civic contention.
- Rights are not absolute; they vary with legal status, with location (as in schools and workplaces), and with circumstance. The different statuses of United States residency bring with them specific protections, rights, and responsibilities. Minors have specific rights in school, in the workplace, in the community, and in the family. The extension of rights across location, circumstance, age, and legal status is a subject of civic discourse.
- Freedom of the press is an essential element of a democratic system, and allows for a citizen to receive and interpret information representing different points of view. Freedom of the press has limits, which are intended to protect the rights of individuals and other entities. The degree to which the press is free and impartial in practice is a source of ongoing debate.

Unit 3

RIGHTS, RESPONSIBILITIES, AND DUTIES OF CITIZENSHIP: Active, engaged, and informed citizens are critical to the success of the United States representative democracy. United States citizens have certain rights, responsibilities, and duties, the fulfillment of which help to maintain the healthy functioning of the national, state, and local communities.

- Citizens should be informed about rights and freedoms, and committed to balancing personal liberties with a social responsibility to others.
- The right to vote, a cornerstone of democracy, is the most direct way for citizens to participate in the government. A citizen must register to vote, and may register as a party member or select the status of independent.
- Citizens have opportunities to both participate in and influence their communities and country. Citizens contribute to government processes through legal obligations such as obeying laws, paying taxes, serving on juries, and registering for selective service.
- Citizens have the right to represent their locality, state, or country as elected officials. Candidates develop a campaign, when they decide to seek public office.

Unit 4

POLITICAL AND CIVIC PARTICIPATION: There are numerous avenues for engagement in the political process, from exercising the power of the vote, to affiliating with political parties, to engaging in other forms of civic participation. Citizens leverage both electoral and non-electoral means to participate in the political process.

- Depending on the level of government and type of election, there are different processes and mechanisms within the United States electoral and representational systems, including the electoral college and winner-take all systems. Advantages and drawbacks of election processes and mechanisms continue to be an issue of ongoing debate in the United States.
- Allowing citizens to vote does not ensure that a system is a democracy. Open, safe, and honest elections are essential to a democratic system. Engaged and informed citizens should know the mechanics associated with voting, including when major local, state, and national elections are held, how to register to vote, who currently holds each office, who is running for office, and what the central issues are pertaining to that election.
- In addition to voting, there are many ways in which citizens can participate in the electoral process. These include joining a political organization, donating money, and doing volunteer work on a political campaign.
- The United States and New York have political party systems, and the political parties represent specific political, economic, and social philosophies. Debate over the role and influence of political parties continues, although they play a significant role in United States elections and politics. The role of political parties and the platforms they represent varies between states in the United States.
- Citizens participate in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts.

Unit 5

PUBLIC POLICY: All levels of government—local, state, and federal—are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution. Engaged citizens understand how to find, monitor, evaluate, and respond to information on public policy issues.

- Each level of government has its own process of shaping, implementing, amending, and enforcing public policy. Customarily the executive branch will outline its plan and agenda in an executive address to the legislative body.
- On various issues, certain governmental branches and agencies are responsible for determining policy. Those who create public policies attempt to balance regional and national needs, existing political positions and loyalties, and sources of political power.
- Successful implementation of government policy often requires cooperation between many levels of government, as well as the cooperation of other public and private institutions. Conflicts between different levels of government sometimes emerge due to different goals, ideas, and resources regarding the creation and implementation of policy.
- Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues. The media have different venues, which have particular strengths and serve distinct and shared purposes.

Knowing how to critically evaluate a media source is fundamental to being an informed citizen.

Unit 6

INDIVIDUAL RESPONSIBILITY AND THE ECONOMY: Individuals should set personal financial goals, recognize their income needs and debt obligations, and know how to utilize effective budgeting, borrowing, and investment strategies to maximize well-being.

- In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.
- Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.
- Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the effects of personal debt, the role and impact of interest, and the distinction between nominal and real returns. Predatory lending practices target and affect those who are least informed and can least afford such practices. Interest rates reflect perceived risk, so maintaining a healthy credit rating lowers the cost of borrowing.
- To be an informed participant in the global economy, one must be aware of inflation and have an understanding of how international currencies fluctuate in value relative to the United States dollar.

Unit 7

INDIVIDUALS AND BUSINESS IN THE PRODUCT AND FACTOR MARKETS: Free enterprise is a pillar of the United States economy and is based on the principle that individuals and businesses are free to make their own economic choices as they participate in these markets. Individuals buy the goods and services that they desire from businesses in the product markets, and they contribute to producing these goods and services by supplying the resources that they own to businesses in the factor markets.

- Given that the resources of individuals (and societies) are limited, decisions as to what goods and services will be produced and to whom to sell one's resources are driven by numerous factors, including a desire to derive the maximum benefit from and thus the most efficient allocation of those resources.
- The choices of buyers and sellers in the marketplace determine supply and demand, market prices, allocation of scarce resources, and the goods and services that are produced. In a perfect world, consumers influence product availability and price through their purchasing power in the product market. Product market supply and demand determine product availability and pricing.
- Businesses choose what to supply in the product market, based on product market prices, available technology, and prices of factors of production. The prices of those factors are determined based on supply and demand in the factor market. The supply

and demand of each factor market is directly related to employment. Debates surround various ways to minimize unemployment (frictional, structural, cyclical).

Unit 8

THE IMPACT OF AMERICAN CAPITALISM IN A GLOBAL ECONOMY: There are various economic systems in the world. The United States operates within a mixed, free market economy that is characterized by competition and a limited role of government in economic affairs. Economic policy makers face considerable challenges within a capitalist system, including unemployment, inflation, poverty, and environmental consequences. Globalization increases the complexity of these challenges significantly, and has exerted strong and transformative effects on workers and entrepreneurs in the United States economy.

- As the United States has evolved from an agrarian to an industrial to an information economy, the workplace requires a more highly skilled and educated workforce.
- The government's evolving role in protecting property rights, regulating working conditions, protecting the right to bargain collectively, and reducing discrimination in the workplace has attempted to balance the power between workers and employers. This role shifts in response to government's need to stimulate the economy balanced against the need to curb abusive business practices.
- The freedom of the United States economy encourages entrepreneurialism. This is an important factor behind economic growth that can lead to intended consequences (e.g., growth, competition, innovation, improved standard of living, productivity, specialization, trade, outsourcing, class mobility, positive externalities) and unintended consequences (e.g., recession, depression, trade, unemployment, outsourcing, generational poverty, income inequality, the challenges of class mobility, negative externalities.).
- A degree of regulation, oversight, or government control is necessary in some markets to ensure free and fair competition and to limit unintended consequences of American capitalism. Government attempts to protect the worker, ensure property rights, and to regulate the marketplace, as well as to promote income equality and social mobility, have had varied results.
- The degree to which economic inequality reflects social, political, or economic injustices versus individual choices is hotly debated. The role that the government should play in decreasing this gap, including the variety of government programs designed to combat poverty, is debated as well.

Unit 9

THE TOOLS OF ECONOMIC POLICY IN A GLOBAL ECONOMY: Globalization and increased economic interdependence affect the United States economy significantly. The tools that the policy makers have available to address these issues are fiscal policy, monetary policy, and trade policy.

- Policy makers establish economic goals related to economic indicators, including the Gross National Product (GNP), Gross Domestic Product (GDP), Consumer Price Index (CPI), employment and interest rates, and aggregate supply and demand.
- The president and Congress determine fiscal policy by establishing the level of spending and taxing in the annual budget. Some tax programs are designed to provide incentives

to individuals and businesses that influence private sector spending, saving, and investment.

- The Federal Reserve is the government institution responsible for managing the nation's monetary policy, including regulating the amount of money in circulation and interest rates.
- Trade policies and agreements (tariffs, quotas, embargoes) set the rules for trade between the United States and other nations. Agreeing on such rules is very difficult because each nation has different interests, and each nation has special interest groups trying to influence the negotiations.

D. Specials and Elective Classes

Integrated Art Curriculum Overview (K-12)

The basis for the OACS Art Program is founded on the concept of place-based learning and using historical context to ensure an appreciation for all aspects of art. It is essential for students to value art, art history, and art as a tool for mastering skills in other subjects. Utilizing the arts dating throughout the course of history offers students the ability to exercise higher-order thinking to compare and contrast, summarize, evaluate, and describe feelings and emotions that support life-long learning. Using art from history to educate students today increases the historical perspective of self-awareness, how we interact and consider each other, social justice, and world events.[20]

Periodically, throughout the curriculum students experience transformational projects that integrate the major components STEM and address classroom themes in a spiraled way. Muralists, printers, and other contemporary artists are explored through Science, Technology, Engineering ,ELA and link to Music, as well. The construction of the culminating contemporary art projects each year reinforces the vocabulary and skills learned throughout the year.

The OACS Art Curriculum incorporates an inquiry-based, critical approach to teaching Art, while embedding the context in the homeroom's themes or topics offers students multiple contexts to process the information they are learning in the classroom. Oftentimes, students who are shy or interpersonal will find strength and confidence in analyzing and producing pieces of art that display their feelings and a personal perspective they may not have the confidence to share.[21]

With the increase of technology and connectivity of the world, it has grown smaller. People are regularly interacting and being exposed to other cultures. Providing students with knowledge about art historians within historical context allows them to have more meaningful interactions and greater understanding of people outside of their own experiences.[22]

Exploring the arts is a natural way of encouraging and accepting all types of learners, as well. As research reports that students learn best using a variety of Multiple Intelligences, writing poetry, listening and identifying lyrics from music, working collaboratively in groups, as well as working independently are naturally built into this project.

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[20] Suh, Yonghee. (2013). Past Looking: Using Arts as Historical Evidence in Teaching History. Social Studies Research and Practice. 8. 135-159. 10.1108/SSRP-01-2013-B0010.

[21] https://www.ohiohistory.org/using-artwork-to-teach-history-part-ii/

[22] https://www.metmuseum.org/blogs/teen-blog/renaissance-portrait/blog/studying-art-from-the-past

Sample Outlines (Kindergarten and Grade 8)
Kindergarten Sample

September: Theme: Identifying-Patterning Vocabulary: line types,shapes Artist: Jean Miro Medium: crayons and paint SWBT explore, learn about and utilize line and shape to create a piece of art reflecting the artist highlighted. SWBT recall and demonstrate the ability to use art supplies in an appropriate way, caring for the environment.	**October: Theme: Patterning, The World Around Me** Vocabulary for the month: Texture,repetition,pattern and drawing Artist: Van gogh sunflowers Medium:oil pastel crayon, Black paint for the background SWBT explore, learn about and utilize color to incorporate line and shape to produce a piece incorporating sunflowers using oil pastel.
November: Theme: Connecting, Food Vocabulary for the month: Printing,repetition,pattern,plate,brayer Artist: Gyotaku fish printing Medium: Ink on fabric SWBT identify patterns, line and shape using fish. SWBT produce a piece of patterned art using fish.	**December: Theme Making Good Choices** Vocabulary for the month: collage,mixed media Artist: clip art and books on health Medium Clay, paint SWBT review and identify what a "germ" is and how to avoid germs. Students will plan, develop and create a germ out of clay.
January: Theme: Explore the World Vocabulary of the month: collage,mixed media Artist: Rousseau Medium: collage,mixed media paint,clay SWBT identify and learn about habitats and the production of animals and habitats in art. SWBT create an animal that lives in the rainforest as well as the appropriate habitat.	**February:Theme: Healthy Eating** Vocabulary of the month:weaving,printing Artist: Giuseppe Medium: paint,fruit and vegetables SWBT identify healthy eating and how to eat healthy. Create a weaving of a basket and fruit or vegetables for printing.
March Theme: Community Vocabulary of the month: symbols,painting, mixed media Artist: Romare Beardan Medium:paint,mixed media,collage SWBT identify parts of a community. SWBT create a structure incorporating mixed media for windows, doors etc.	**April** Theme: The Earth Vocabulary of the month:overlap,overlay, Artist: Picasso Medium:paper, SWBT identify components of Picasso's artwork. SWBT replicate the painting of the bouquet of flowers in their hand

May: Theme: Feelings Vocabulary of the month:self portrait Artist: vangogh,picasso Medium:oil pastels SWBT create a self portrait using a mirror to look at themselves and self-select the style they would like to include in their painting (eg.cubist, etc.) and include the appropriate vocabulary.	**June: Review of the Year's Projects** Vocabulary of the month:review,recreate or finish Artist: the students Medium: all of the years choices SWBT create a picture or sculpture in one of the themes from the year

Grade 8 Sample

Grade 8 will be done in units in coordination with Social Studies,Music,ELA and Art

Unit 1

Vocabulary: symbolism,social teaching and composition
Artist: American artist: Kara Walker
Theme: Self Analysis and Reflection
Medium: Acrylic Painting
SWBT incorporate personal symbolism, as well social justice teachings through the general 8th grade Social Studies curriculum. The student will be able to develop a piece of artwork mirroring key components of Kara Walker's work. The students will be able to reflect and compare artwork, discuss their personal views on the subject area, and present a valid perspective with reasoning.

Unit 2

Vocabulary:poetry in art,balance,imagery, and printing
Artist: David Hammond
Theme: Respecting All/Dignity of the Human Person
Medium: Printing
SWBT study and compare the artwork of David Hammond and his full body printing. The students will be able to identify and verbalize similarities to Hammond's work and social issues in modern day. The students will be able to highlight information identified in an ELA focused poetry exercise titled a "Lantern Poem". The students will be able to develop a form of personal body printing incorporating a lantern poem as a basis for their work.

Unit 3

Vocabulary of the month: mural, perspective
Artist:Thomas Hart Benton
Theme:The Dignity of Work and the Rights of Workers
Medium: acrylic tempera paint on extra large paper
SWBT conduct a full artist study on Thomas Hart Benton. The students will simultaneously study the time period from the 1920s-1940s in Social Studies class and demonstrate the ability to carry over essential information. The students will be able to use the information learned to create a mural of a place in time during the 20's thru 40's using similar technique. The students

will compare and contrast the time of the art to the time now and demonstrate the ability to support their perspective.

Unit 4
Vocabulary:recycled material, gesso, engineering
Artist:Mark Bradford
Theme:Solidarity/Respecting All
Medium: recyclable materials and gesso
SWBT reflect on the history of Mark Bradford's art during the present time period. The students will be able to create their own theme to reflect their beliefs of modern day concerns, problems, or social justice topics. The students will be able to build an artist board to utilize in developing their individual themes incorporation perspective from Bradford's life. The students will demonstrate the ability to reflect and make connections between Social Studies, ELA, and Art.

Integrated Music Curriculum Overview (K-12)
(Grade 1 and Grade 5 as sample)

Music Language Theory (MLT) is the basis for the OACS Music Curriculum. MLT was developed by Edwin Gordon who focused on how we learn music when we learn music. MLT focuses on the idea that everyone is musical in some form and uses similar theories to how we learn language and applies them to understanding and creating music. Gordon developed a word audiation (thinking in sound, much like how we think in ideas), which is the goal of MLT. This is done through learning sequences that were developed from research on how we, as humans, develop language abilities, and begin to think in words. MLT strives to create an independent musician and an informed listener in every student. All students have a musical aptitude. MLT identifies students' strengths and weaknesses and helps boost all areas.[23] The main learning sequences are as follow:
Discrimination learning (determining whether two elements are the same)

- Aural/oral (imitating heard tones and rhythms)
- Verbal association (more imitation, with songs and rhythms in a plethora of time signatures and tonalities)
- Partial synthesis (combination of both aural/oral and verbal association)
- Symbolic association (introduction of notation)
- Composite synthesis (being able to read, write, and identify different rhythms and tonalities)

Inference learning (identify, create, and improvise unfamiliar patterns)

- Generalization (discrimination learning, but with being able to with unfamiliar patterns)
- Creativity/improvisation (students can respond to different patterns with their own responses)
- Theoretical understanding (music theory concepts and placing them in contexts)

The other major part of the curriculum is based in WMP. WMP strives to connect music to its cultural contexts. Music is one of the handful of cultural universals, and without the

[23] Gordon, E.E (2012). Learning sequences in music: A contemporary music learning theory. GIA Publications. Shouldice, H. (2022). Weaving it all together. GIA Publications

culture that a specific music exists, and much of the music's meaning is lost. Understanding the culture helps a student understand the music. WMP exposes students to cultures and music from all over the world. [24]

These two teaching/learning theories are integrated into the classrooms through project-based learning and STEM activities (with heavy focus on the cross-curricular nature of music).STEM has been an overlooked topic in which music can have a unique place in. Sound is based on scientific principles and mathematics which is important for all music students to learn about. A frequently overlooked topic in the subject of music is the creation and design of musical instruments. Designing and building musical instruments uses mathematics, engineering, and technology. Instruments themselves are technology. This curriculum integrates all these subjects to further students' understanding not only in the subject of music, but in all the STEM subjects as well. [25]

Technology also holds a special place in music and has shaped the modern music industry. This curriculum uses technology for recording, composition, and as an instrument in itself. The STEM aspects of this curriculum will connect students to their other subjects, furthers the cross-curricular nature of learning, and gives students a chance to develop their critical thinking abilities through the process. The musical instrument also becomes an important piece for students to learn about other cultures, and how they have chosen to create this technology.[26]

Grade 1

September- Major Skill: Cause and Effect- Theme: Back to School

-*Students will demonstrate cause and effect through body movements that correlate to the sounds in the music being listened to.*

Students will be able to rehearse and perform repertoire selected by the teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher-selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a)

October- Major Skill: Patterning- Theme: Animals

Students will develop patterning through rhythm. They will also connect to the theme of animals through a study on Carnival of the Animals and how instruments can reflect the sound of animals.

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[24] Coppola, W. J., Hebert, D. G., & Campbell, P. S. (2021). *Teaching world music in higher education*. Routledge.

[25] Banerji, N., Stoddard, D., & Dorrio, B.V. (2014). Hands-on conceptual teaching of physics of music. In M. Costa, P. Pombo, & J. Dorrio (Eds.), *Hands-On: Science Communication with and for Society* (pp. 15-18). H-sci.
-https://quod.lib.umich.edu/cgi/p/pod/dod-idx/musical-acoustics-instrument-design-when-engineering-meets.pdf?c=icmc;idno=bbp2372.2015.022;format=pdf
-https://mma.pages.tufts.edu/emid/LehrmanNIME05.pdf

[26] Hogenes, M., Diepenbroek, A., Bremmer, M., & Hogerheijde, M. (2021). Designing new, technology-based musical instruments in primary education. *Journal of the European Teacher Education Network*, 1–18.
-https://mma.pages.tufts.edu/emid/LehrmanNIME05.pdf

Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will be able to identify the instruments and themes that represent the different movements in *Carnival of the Animals* by Camille Saint Saens. (MU:Re7.2.1a)

November- Major Skill: Sequencing- Theme: Senses

Students will use sequencing both rhythmically and melodically. They will also connect to their senses through a look into how ears work.

Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will be able to identify the instruments and themes that represent the different movements in *Carnival of the Animals* by Camille Saint Saens. (MU:Re7.2.1a) Character themes to stories (sung) Ears and voice (basic biology explanation)

December- Major Skill: Expanding- Theme: Healthy Eating

Students will expand on the ideas presented in the class so far.

Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will be able to identify the instruments and themes that represent the different movements in *Peter and the Wolf* by P.I. Tchaikovsky. (MU:Re7.2.1a) Character themes to stories (instrument selection) Group composition

January- Major Skill: Compare and Contrast- Theme: Seasons and the Earth

Students will use Peter and the Wolf to compare instrument timbres and how a composer can use an instrument to represent different aspects of a story.

Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will be able to identify the

instruments and themes that represent the different movements in *Peter and the Wolf* by P.I. Tchaikovsky. (MU:Re7.2.1a) Students will listen to a story identify the main character, and as a class develop a musical theme for that character and select instruments to play the selection. (MU:Cr2.1.1a) In groups students will create a short composition using iconic notation. (MU:Cr2.1.1b)

February- Major Skill: Expanding- Theme: Space/Weather

Students will build a wind chime(s) which will they will use to observe the wind with.

Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will listen to a story identify the main character, and as a class develop a musical theme for that character and select instruments to play the selection and record it. (MU:Cr2.1.1a) Group In groups students will create a short composition using iconic notation. (MU:Cr2.1.1b) Students will build a set of wind chimes with a specific pitch set. (MU:Cr1.1b)

March- Major Skill: Application- Theme: Gardening

Students will apply things learned throughout the year to their compositions, as well as connect a plant growing to how a composition grows.

Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will listen to a story identify the main character, and as a class develop a musical theme for that character and select instruments to play the selection and record it. (MU:Cr2.1.1a) Group In groups students will create a short composition using iconic notation. (MU:Cr2.1.1b) (Activity starting from a seed (Single note) and growing a plant (Full composition). Students will be able to articulate what emotions a particular selection of music makes them feel. (MU:Re8.1.1a)

April- Major Skill: Summarizing- Theme: Local Newspapers

Students will compose a theme for a fictitious news station, connecting them to the theme of newspapers.

Students will be able to rehearse and perform repertoire selected by the teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher-selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Listen to instrumental and story Students will be able to differentiate between and pick out in a song fast/slow, loud/soft, high/low, single note/many notes. (MU:Pr4.2.1a) Students will listen to a story identify the main character, and as a class develop a musical

theme for that character and select instruments to play the selection and record it. (MU:Cr2.1.1a) Group In groups students will create a short composition using iconic notation. (MU:Cr2.1.1b) Students will be able to articulate what emotions a particular selection of music makes them feel. (MU:Re8.1.1a) In groups, students will begin to write a theme for a fictious news station. (MU:Cr1.1.1a)

May- Major Skill: Compare and Contrast- Theme: Newspapers in the World

Students will refine their news station theme, compare news stations to newspapers, and prepare the theme for recording.

Students will be able to rehearse and perform repertoire selected by teacher. Song: (Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Students will be able to articulate what emotions a particular selection of music makes them feel. (MU:Re8.1.1a) In groups, students will write a theme for a fictious news station. (MU:Cr1.1.1a) Students will put together selections of music they enjoyed from class, rehearse, and prepare for the concert. (MU:Pr5.1.1b)

June- Major Skill: Informing- Theme: Our Newspaper

Students will record their news station theme. As well articulate the reasoning for their musical decisions.

Students will be able to rehearse and perform repertoire selected by teacher.(Mu:Pr5.1.1a) Students will listen to and respond to a teacher selected piece of music and drawing a picture that connects to the piece. (MU:Pr4.1.1a) Students will be able to mimic both a short melody with their voice and a short rhythm on a drum. (MU:Pr5.1.1a) Students will be able to move to a beat, as well as demonstrate emotions of music through movements. (MU:Cn11.01.1a) Listen to instrumental and story Students will be able to articulate what emotions a particular selection of music makes them feel. (MU:Re8.1.1a) In groups, students will record a theme for a fictious news station. (MU:Cr1.1.1a) Students will put together selections of music they enjoyed from class, rehearse, and prepare for the concert. (MU:Pr5.1.1b)

Grade 5

September- Major Skill: The Dignity of Work and the Rights of Workers -Theme: Exploration

-Students will connect worker's rights to worker songs from the 1940s and explore the life of Woody Guthrie. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will study the life of Woody Guthrie, and his impact on workers' rights movement. (MU:Re7.1.5a) Students will write their own song about worker's rights. (MU:Cr1.1.5a)

October- Major Skill: Call to Family, Community, and Participation -Theme: Cycles of Life

-Students will connect to family, community, and participation through investigating how other cultures use music to build family and community. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance.

Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will be able to demonstrate the difference between presentational and participatory music, and how these are utilized in different countries. (MU:Pr4.2.5c) Students will participate in West African style drum circles and engage in collective
improvisation. (MU:Pr6.1.5a)

November- Major Skill: Caring -Theme: Caring for Earth

-Students will care for the Earth through recycling materials and turning them into musical instruments in which to create art with. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will collect items to be recycled into musical instrument and create class songs to perform on the recycled instruments. (MU:Cr3.1.5a)

December- Major Skill: Gratitude -Theme: Changing Seasons

-Students will connect with the changing seasons through Four Seasons by Vivaldi and write their own song about their favorite season. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will study Four Season by Antonio Vivaldi and explain how he represented the different seasons in his music. (MU:Re7.2.5a) Students will identify their favorite season, and write a song (with or without words) that represents that season for them. (MU:Cr2.1.5a)

January- Major Skill: Options for the Poor and Vulnerable -Theme: Human History

-Students will investigate human history through a systematic look through music history. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will begin to expand on the history of Western music that was begun in the previous years (Greece to Baroque). (MU:Re9.1.5a)

February- Major Skill: Rights and Responsibilities -Theme: Environmental Impact

-Students will investigate the environmental impact the instrument industry has on this planet. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of

class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will begin to expand on the history of Western music that was begun in the previous years (Classical to Romantic). (MU:Re9.1.5a) Students will investigate the environmental impact the instrument industry has on the world.

March- Major Skill: Solidarity -Theme: Community and Responsibility

-Students will connect to solidarity and the community through performing for those less fortunate in the community. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will begin to expand on the history of Western music that was begun in the previous years (20 th century classical). (MU:Re9.1.5a) Students will go out into the community to perform for the community. (MU:Pr6.1.5b)

April- Major Skill: Self-Analysis and Reflection -Theme: Senses and Observations

-Students will not only analyze and reflect on their previous work, but investigate how our minds, through our senses, place us into a particular culture. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will investigate how we, as humans, interpret sound, and are encultured to the sounds of our culture. (MU:Re7.1.5a) Students will self-analyze and reflect on compositions from this and previous years. (Compositions that were kept in a portfolio). (MU:Cr3.1.5a)

May- Major Skill: Life and Dignity of the Human Person -Theme: Character

-Students will connect to another's life and dignity through a song written for a classmate on their character. Students will be able to rehearse and perform repertoire selected by teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms. (MU:Cr.1.1.5b) Students will investigate how music is used and functions throughout the world to help humans in various ways. (MU:Re7.1.5a) Students will create a song about a classmate that demonstrates pride in who they are. (MU:Cr3.2.5a) Students will refine and continue to rehearse their compositions for the concert, as well as develop their reasoning behind their musical choices. (MU:Pr5.1.5b)

June- Major Skill: Decision Making -Theme: Change and Acceptance

-Students will make decisions on their song about a classmate and make appropriate changes. Students will be able to rehearse and perform repertoire selected by the teacher and use self and peer reflection to critique performance. Song: (Mu:Pr5.1.5b) Students will listen to a selected piece of music and journal about what they heard in the music. Answering who, what, where, and when to the best of their abilities. (MU:Re7.2.5a) Students will be given time at the end of class to experiment with various musical instruments, tonalities, and rhythms.

(MU:Cr.1.1.5b) Students will refine their song about themselves and reflect on the process and the content of the song. (MU:Cr3.1.5a) Students will refine and continue to rehearse their compositions for the concert, as well as develop their reasoning behind their musical choices. (MU:Pr5.1.5b)

Integrated Spanish Curriculum Overview

The OACS Spanish Curriculum is titled Somos and identifies specific standards for mastery at the end of a 2 year cycle. Somos incorporates methods of teaching including, but not limited to: Collaborative Storytelling, MovieTalk, Embedded Reading, PictureTalk, TPR (Total Physical Response), Personalized Questions and Answers, and writing with discussion.[27] Students will acquire practical language skills through the systematic introduction of vocabulary within context. The Spanish teacher will be expected to utilize the same essential skills and vocabulary from the general classroom with delivery of the Spanish lessons, as well. The Somos Curriculum utilizes regula benchmarks to support the Spanish teacher in adjusting his/her/their lesson planning. The Spanish Report will include all standards expected by the end of the two year cycle with the expectation of 50% mastery at the end of the first year. The high school Spanish Curriculum will be developed with Somos should OACS be granted the ability to open the high school, and will include spiraled elements of the information below.

Units, Vocabulary, and Assessments of Learning for Mastery by the end of Grade 6

UNIT NUMBER AND TITLE	CORE VOCABULARY	CULTURAL CONNECTION	SUMMATIVE PERFORMANCE ASSESSMENTS
Somos 1 Unit 1 *Dice*	· dice · este/esta es · una persona · un chico · una chica · se llama	Los pollitos dicen children's song	None recommended
Special person interviews	various	N/A	N/A
El calendario The Unfair Game	Seasons, Months, Before/After	Northern vs. Southern Hemisphere	N/A
¿Cúal es la fecha?	· hoy es · ayer fue · calendar vocab	N/A	N/A
Introductions worksheet	· se llama · este es	N/A	N/A
Me llamo Ronaldo embedded reading	· este es, me llamo	N/A	N/A
¿Lo dice o lo dijo? Lotería game	· dice · dijo · este es	N/A	N/A

[27] https://www.somoscurriculum.com/about

Hay	· hay	N/A	N/A
¿Qué hay en tu casa? game	· hay	N/A	N/A
The Unfair Game: Hay + animales	· hay · grande/pequeño · este/esta es	N/A	N/A
¿Qué es un ekeko?	· este es · hay · es de	Ekekos	N/A
¿Qué te gusta?	· le gusta · me gusta · te gusta	N/A	N/A
Somos 1 Unit 2 *Corre*	· camina hacia · corre · ve	La carrera de San Silvestre El encierro de toros	· Presentational writing · Interpretive reading · Interpretive listening

Simple Sentences Game Pack, Units 1-5	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A
Somos 1 Unit 2.5 *La cumbia*	· no puede · hay · va a	Cumbia & the cultural diversity of Latin America	N/A
Los colores	· lleva	N/A	N/A
Puede/Le gusta Lotería game	· puede · le gusta	N/A	N/A
Somos 1 Unit 3 *El canal de Panamá*	· nunca cierra · abre la puerta · son las (#)	El canal de Panamá	· Presentational writing · Interpretive reading · Presentation speaking OPTIONAL
Somos 1 Unit 4 *La universidad*	· toma · habla · quiere ser	Universities in Spanish speaking countries	· Presentational writing · Interpretive reading · Interpretive listening
Quiero ser diferente storybook	· quiero ser · quieres ser	N/A	
El silbo gomero	· habla · país · idioma	El silbo gomero	
Somos 1 Unit 5 *La corrida de toros*	· tiene · novio · hermano · está enojado · va a	Bullfighting	· Presentational writing · Interpretive reading · Interpretive listening

La corrida de toros: ¿cultura o tortura?	· tiene · está enojado · va a	Bullfighting	N/A
One Word Image Imagination Lab	· tiene · puede · quiere	N/A	N/A
Los pronombres de sujeto	· subject pronouns	Biographies of Spanish speaking individuals	N/A
Sobremesa Episode 1	· camina · dice · hay	La República Dominicana	N/A
Felipe VI	· 'de' for possession	Felipe VI, King of Spain	N/A
Somos 1 Unit 6 *Siéntate*	· se sienta · se levanta · le grita	N/A	N/A
Simple Sentences Game Pack, Units 6-10	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A
TPR Sentence Bingo	· se sienta · se levanta · grita	N/A	N/A
Cris se sienta Storybuilder PLUS™ Forms Edition	· se sienta · se levanta · grita	N/A	N/A
La criatura Horizontal Conjugation	· 1st person plural verb conjugations, present tense	N/A	N/A
Somos 1 Unit 7 *Los castells de Tarragona*	· siempre · lo ayuda · simpático · tienes que · no puede	Los castells de Tarragona / España	· Presentational writing · Interpretive reading

Mi Bolivia	· possessive adjectives	Bolivia	
Somos 1 Unit 8 *La comida latina*	· busca · encuentra · sabes	Various	· Interpretive reading
Te amo by Nota	· sabes	Puerto Rico	
Los verbos -ar	· -ar present indicative verbs		
Somos 1 Unit 9	· tiene miedo de	El Cucuy / Puerto Rico	· Presentational writing

El Cucuy	· mira · hacia		· Interpretive reading
El Silbón	· voy, vas, va, vamos, van	El Silbón / Venezuela	N/A
La programación de televisión	· mira · days of the week	TV programming / España	N/A
¿Qué hora es?	· sale · avión · a las (time) · son las (time)	N/A	N/A
Somos 1 Unit 10 *Como agua para chocolate*	· tiene hambre · está triste · llora · come	Como agua para chocolate / México	· Presentational writing · Interpretive reading · Interpretive listening
Lágrimas de cocodrilo	· tiene hambre · está triste · llora	Idiomatic expression	N/A
La rana de boca grande	· come · vive	Amazonian animals	N/A
Gazpacho	· come	Gazpacho / España	N/A
Tener expressions Bingo	· tiene calor, tiene frío, tiene sueño, tiene razón · tiene suerte, ¡Ten cuidado!, tiene hambre, tiene 15 años, tiene miedo		N/A
Los verbos -er	· -er present indicative verb conjugations	Rafael Nadal / España	N/A
La perrita bailarina	· baila	Merengue / La República Dominicana	N/A
Somos 1 Unit 11 *Deportes en los países hispanohablantes*	· eres · juega · un deporte · quiere jugar	· El fútbol / various · El béisbol / La República Dominicana · El básquetbol / México	· Presentational writing · Interpretive reading · Interpretive listening
Simple Sentences Game Pack, Units 11-15	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A

Somos 1 Unit 12 *El cortejo*	· agarra · no conoce · nadie · sale de	Traditional dating customs in Spanish speaking countries	· Interpretive reading · Interpretive listening
El gato cleptómano	Direct object pronouns	N/A	N/A

QAR	N/A	N/A	N/A
Los 6 grados de separación	saber vs. conocer	N/A	N/A
Somos 1 Unit 13 *Piropos / El acoso callejero*	· la mujer · el hombre · comienza a · piensa que · verdadero	· Piropos · El chico del apartamento 512 · Selena	· Interpretive reading · Interpretive listening

Somos 1 Unit 14 *Los derechos de los niños*	· el niño · escucha · lo que hace · debe hacer	· Los niños prisioneros / Bolivia	· Presentational writing · Interpretive reading
Me gustas tú	me gustas	N/A	N/A
Somos 1 Unit 15 *El gaucho*	· vive · solo · trabaja en · necesita	· Los gauchos · El mate · Argentina	· Presentational writing · Interpretive reading · Interpretive listening
Somos 1 Unit 16 *Las abuelas de Plaza de Mayo*	· miente · dice la verdad · fui / fuiste / fue · le cree · se lleva · siguiente	· Las abuelas de Plaza de Mayo / Argentina · La Guerra Sucia	· Interpretive reading
Simple Sentences Game Pack, Units 16-20	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A
Somos 1 Unit 17 *La inmigración*	· llega · país · regresa · allí · lleva	La migración y la inmigración / Estados Unidos	· Interpretive reading · Interpretive listening
La inmigración a España	· llega · país · regresa · allí · lleva	España	N/A
Somos 1 Unit 18 *Las supersticiones*	· le da · devuelve · le parece · extraño	Superstitions in various Spanish speaking countries	· Presentational writing · Interpretive reading
Somos 1 Unit 19 *Biblioburro*	· viene · pueblo	Biblioburro, access to libraries	· Interpretive reading · Interpretive listening

	· toda la gente · pone · encima de		
El Desfile de Yipao	· conduce	El desfile de Yipao / Colombia	N/A
Somos 1 Unit 20 *El robo*	· deja · lleva · camisa · mismo · tienda	N/A	· Presentational writing · Interpretive reading
El hábito de San Antonio	· lleva · el mismo · vestido	N/A	N/A
Las botas picudas	· lleva · jóvenes	Las botas picudas / México	N/A
Somos 1 Unit 21 *Una aventura de camping*	· se duerme · durante · la noche · oye · algo	N/A	N/A
Los verbos reflexivos	reflexive verbs	N/A	N/A

El monstruo del armario	· se duerme · durante · la noche · oye algo	"El monstruo del armario" by Pablo Conde / España	· Interpretive reading · Presentational writing
Simple Sentences Game Pack, Units 21-27	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A
La receta del amor	· reflexive vs. transitive verbs		
La Tomatina	· empieza · tira	La Tomatina / Buñol	
Somos 1 Unit 22 *Los tres cerditos*	· teme · construye · con cuidado · toca · feroz · déjame · termina · sopla		· Presentational writing · Interpretive reading · Interpretive listening
Robarte un beso	· déjame	Colombia	

Huracanes en el Caribe	· teme · construye · con cuidado · toca · feroz · déjame · termina · sopla	Puerto Rico, Cuba, La República Dominicana	

Somos 1 Unit 23 *El Camino de Santiago*	· quiere ir · se queda · sigue	El Camino de Santiago / España	· Presentational writing · Interpretive reading · Interpretive listening
Somos 1 Unit 24 *Costa Rica*	· disfrutaron · protegieron · viajaron · se hicieron	El ecoturismo y la sostenibilidad / Costa Rica	
Somos 1 Unit 25 *La lotería de Navidad*	· cuesta · demasiado · compra · vende	El Sorteo Extraordinario de Navidad / España	· Presentational writing · Interpretive reading · Interpretive listening
Somos 1 Unit 26 *El sistema solar*	· fue el primer · viajó	Franklin Chang Díaz / Costa Rica	· Presentational writing
Somos 1 Unit 27 *La siesta*	· hay que · poco a poco · se aburre · vuelve a	La siesta / España	· Presentational writing · Interpretive reading

Standards of Learning for Mastery by the end of Grade 8

	Core Vocabulary	**Grammar Focus**
Unit 1: Foundations	fue dijo vio	
Unit 2: La muchacha y la ardilla/Oktapodi	se acercó a vio que había se lo llevó	-ar preterite regular verbs
Grammar in Context: -AR preterite regular grammar notes		
Reading: Ricitos de oro	se acercó a vio que había se lo llevó	
Unit 3:	volvió temprano	-er/-ir preterite regular verbs

La madre de Jasón	conoció a un joven se divirtieron	
Grammar in Context: -ER/-IR preterite regular grammar notes		
Song: Todo cambió by Camila and Nota		
Unit 4: ¿Soy gringo?		preterite stem change verbs
Unit 5: Ruidos en la noche	cayó al suelo leyeron en el periódico oyó un ruido	preterite i-y stem change verbs
Grammar in Context: I-Y spelling change preterite verbs		

Unit 6: El secreto	trajo no pudo supo la verdad	totally irregular preterite verbs
Grammar in Context: Irregular preterite		
Unit 7: El acosador	era iba veía	imperfect irregular verbs
Reading: José Mujica, el presidente más humilde del mundo		
Unit 8: El hombre feliz		
Unit 9: La chancla & breaking away from chancla culture	lo aguantaba se quejaba de no me contestes	-AR imperfect verbs
Grammar in context: -AR imperfect verbs		

Unit 10: El chico ideal	quería tenía olía a	-ER/-IR imperfect regular verbs
Creative Writing Project: El zoológico loco		Imperfect verbs

Unit 11: El que se enoja, pierde		
Unit 12: El lago encantado		

NOVEL STUDY UNIT: El Nuevo Houdini
El Ketchup
Unit 13: Crime scene investigation
Unit 14: El pretérito perfecto
NOVEL STUDY UNIT Brandon Brown versus Yucatán

Integrated Health/PE Curriculum

Health Curriculum: The OACS health curriculum will cross with major classroom themes and skills whenever possible, utilize the NYS curriculum, as well as the Washington State Health Curriculum[28] and Connecticut State Health Curriculum[29], which aligns with NYS Topics and offers the teacher additional curriculum support. The Cattaraugus County Department of Health, along with Cornell Cooperative Extension intend to support Olean Academy with addressing the following topics. Intermediate Specific Topics will include a request for parents to attend their child's educational opportunity, alon with the option for the child to opt-out of the stated topic to receive an alternative lesson that will focus on the school's core values. The PE Teacher will coplan with the classroom teachers as well as the Community and Parent Engagement Coordinator while using the existing grade-level maps to determine whether the students will receive their bulk instruction from the PE teacher, the classroom teacher, or an affiliate.

<u>The overall topics that will be planned for in a single year include:</u>
Hygiene, Disease Prevention, Analyzing Influences, Accessing Valid Information, Effective Communication, Decision-Making, Goal-Setting, Injury Prevention, First Aid, Violence, Food Groups and Nutrients, Label Literacy, Caloric Intake and Expenditure, Disease Prevention, Nutritional Planning, Anatomy and Physiology, Anatomy and Reproduction, Growth and Development

<u>Intermediate Specific Topics Include:</u> Communicable Disease Prevention (Human Fluid), Self-Identity, Healthy Relationships, Pregnancy, Puberty and Development, Self-Esteem, Body Image, Eating Disorders Health, Stress Management, Expressing Emotions, Harassment, Intimidation, and Bullying, Use and Abuse, Prevention, Legal Consequences

[28] https://www.k12.wa.us/sites/default/files/public/healthfitness/standards/hpe-standards.pdf
[29] https://www.madison.k12.ct.us/uploaded/docs/CurriculumGuides/Health_curr.pdf

PE Curriculum: The OACS PE Curriculum will rely heavily on the Agriculture program embedded into the K-8 curriculum. When possible, students will execute the necessary standard through the Agriculture lesson including examples such as outdoor planting and gardening, trash collection volunteering , and the Canticle Farms Internship which reinforce safety, self-accountability and management of time and resources. By embedding the PE curriculum throughout the classroom activities students are able to identify value in their PE course, as well as experience multiple standards in a variety of ways. PE Class will be outdoors as often as possible, including in the winter when students will be expected to have weather appropriate clothing. OACS intends to supplement ED students with the necessary clothing to ensure the ability to safely participate in outdoor PE through community donation and the PE curriculum budget. The PE Department will be a major contributor to the school's biannual Career Day and will include components of writing and alternative assessment to include all learners. The PE Teachers will ensure that a monthly thematic curriculum map is completed encompassing the following NGS:

Demonstrates competency in a variety of motor skills and movement patterns in

- Sports Skills and Games
- Dance, Movement, and Rhythmic Activities
- Fitness Activities
- Lifetime Activities

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance in

- Movement Concepts
- Strategies and Tactics
- Fitness Planning
- Health Enhancing Behaviors

Exhibits responsible personal and social behavior that respects self and others.

- Self-Awareness and Management
- Social Awareness and Relationships
- Responsible Decision Making

Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

- Overall Wellness
- Challenges
- Self-Expression and Enjoyment

Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

- Personal and Community Resources
- Career Opportunities

D. Sociology of Community, Agriculture and Food Systems: CTE Pathway: Agriculture Design
SUNY Objectives for Learning Derived from Social Science Areas:
During the 4 year experience, students receive two years of core knowledge input in order to set a base for the Year 3 and Year 4 practicum. Please note the specific curriculum map included in Attachment 3b.

During Years 1 and 2 students will:

1. Demonstrate knowledge of major concepts selected for the course.
2. Demonstrate understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical interpretive analysis.
3. Demonstrate knowledge of common institutions, practices, or policies, and how they have affected different social groups or individuals in society.
4. Students will engage in classroom discussion and exercises centering on how various societies perceive questions of identity and/or empowerment, which may include race/ethnicity, sexuality and gender, social class, etc.
5. Demonstrate understanding of cultural similarities and differences and how cultural norms shape each person's experience of the world.
6. Demonstrate awareness of global issues and the impact of individual and collective decisions on life around the world.
7. Weigh diverse perspectives in the face of opposing viewpoints and understand the source of one's own assumptions and biases.

During Year 3 students will assemble a plan for a Career Portfolio and and practicum experience, Year 4 is the intended execution:

Objectives:

Communication and Interpersonal Relationships

Students will

a) List the similarities and differences between personal and workplace communication and the uses of technology in each
b) Describe ways effective communication promotes workplace efficiency
c) Examine a variety of types of reports required of workers in a variety of careers
d) Describe the role of observation in the development of work reports
e) Explain how to give and receive accurate reports in a variety of formats
f) Demonstrate effective communication skills in a group setting to accomplish a task

Career Portfolio

Students will

a) Explain what a career portfolio is and tell how it might be used
b) List the components of a portfolio and describe the importance of each
c) Compile and organize personal materials for use in a portfolio
d) Investigate format options for both physical and e-portfolios
e) Match personal portfolio materials to specific employability skills
f) Revise a general portfolio for use in obtaining a specific position

Application Documents

Students will

a) Extract information from an employment advertisement to discern skills desired by a potential employer
b) Know the purpose for and elements of a resume, cover letter, and letter of reference
c) Prepare application documents, including resume and cover letter, for a specific position using elements of the career portfolio as evidence

Identify a Problem and Technical Solution

Students will
a) Analyze chosen career field to identify a local or global problem
b) Identify key adults and necessary contacts to execute the developed plan
c) Develop a clear 36 Week plan to study, analyze, develop and test the solution

- Include a list of micro-activities that will lead into final project
- Include self-reflective questions to support growth and development
- Include specific research to support the study, analysis and development of the test for the solution

d) Coordinate Work Experience component to ensure sufficient hours including the development of a self-monitoring sheet

Support Outline:

Investigation **(September)** -Identify research and resources -Inventory components of chosen field -Select component of chosen field	***Preparation*** **(October)** -Write proposal -Review with classmates and advisor -Create a timeline of important dates -Set up a planner for weekly meetings -Set up a planner for micro-activities
Action **(November-March)** -Perform timeline activities -Keep consistent notes -Reflect on progress -Update necessary advisors -Perform necessary work experience	***Reflection & Demonstration*** **(April-June)** -Assemble materials into appropriate presentation -Review presentation with classmates -Review presentation with advisor -Present materials

Grade 5 Student:“Tim” Date: January, 3rd Week, Monday

Morning Meeting:A Grade 5 student, Tim, arrives at Olean Academy Charter School and sees the Principal standing outside along with the Director of Student Services or Special Education Teacher who is also present to receive, pre-set and support SWD.

Tim enters the gym to find clearly marked rows based on grade level. He makes eye contact with his classroom teacher who is standing directly beside the marked sign, and receives Tim with his chosen greeting:a high five. After he sits down, Tim speaks to his neighbors, but notices a student in Grade 6 poking another student. That student's teacher gives a verbal warning and reminds the student that he still needs 15 Dojo points if he wants to purchase a notebook from the school store later. Tim turns his attention to the presenters:the 7th grade class. Because it’s Monday, a student introduces a word:“Caring” and reads the definition. Another student facilitates a Q&A about what the school thinks “Caring” means. While another writes responses so others can see. The remaining 7th graders are circulating and whispering praise to younger students. Tim raises his hand but isn’t called on. He is disappointed, but receives a thumbs up from his teacher because she has noticed his patience and respect so he has earned a Dojo point for adhering to the school rules. **Transition:**At the end of the Morning Meeting, the Pledge of Allegiance and the school’s chant are said aloud. Tim sits down and patiently waits for the transition out of the gym. He notices the seventh graders remain after the meeting to meet with the principal to reflect.

Day 5:Music: After entering his class, Tim places his bag at the front, and performs his breathing exercises. After, Tim’s class listens to a song while drawing and writing their thoughts. After the song, the Music Teacher asks the class what country they believe the song is from. The teacher guides a review of the country’s culture, directly linking the song and lyrics to Shamanic Music, related to the month's classroom theme. Students continue to practice their weekly Music topic of patterns, melodic and rhythmic mimicry where the teacher references fractions. At the end of class, students stand up, move into a line for their teacher.

Math Focused Classwork: Upon entering the class Tim follows his class’ morning routine, placing his bag in his locker, walking inside to pick up a fresh pencil and morning work, and moving to his desk). After about 10 minutes the teacher calls all students to the carpet to review the morning work:interpreting a graph of natural resources around Olean, New York. The teacher reflects on last week’s lesson about labeling graphs and asks students questions regarding their interpretation of aspects for this graph and presets students for differentiated activities she has consciously prepared. Tim listens as the teacher draws a clear link between interpreting graphs, understanding ratios and this week’s class topic of poverty. The teacher references a lesson from last week comparing and contrasting the statistics of Olean New York’s population to New York City. She also pre-sets students for the whole group chapter book the class will be reading during “DEAR Time”:Isaiah Dunn Is My Hero. The story addresses “secrets” and the disadvantages to holding “secrets” from those you love. The teacher completes the 30 minute whole group session by reviewing the group activities and expectations for the week, referencing the class’ group work charts. She also highlights positive examples of caring she has seen so far. Tim prepares to transition into “Group Time” where he will first develop his personal weekly plan to address the 5 groups for the week. Since the beginning of the year, his group has gained and lost individuals who have switched groups due to Reading or Math level, but their core group has remained and therefore developed systems to efficiently complete

their “Blue Group Work”. He decides to plan independently, but intends to check his plan with his classmate before DEAR Time begins and uses his group’s hand signal as non-verbal communication:

Lesson 1:Problem Solving (Class Identified Problem During Week 1 of January:Lack of public knowledge regarding Native American harvesting practices, and the advantages of them) During Week 1, Tim and his team developed a list of resources to use, after hearing the teacher make suggestions regarding ‘scientists reference other scientists’ work’ and often contact them for help. During Week 2, Tim offered the suggestion of writing a group letter to Dr. Joe Stahlman who had presented to the class in October regarding Native American historical practices that would benefit individuals in 2023. Now, During Week 3, Tim plans to bring the idea of publishing an article in the Olean Times Herald and on OACS Facebook to highlight a presentation they would like to develop in Week 4 with a colleague of Dr. Stahlman’s support. He suspects they will not have time, but he is hoping to see if the team can persuade the teacher to extend their project into February since the theme is “Environmental Impact”.

Lesson 2:Reading with the Teacher:Each group is reading an F&P appropriate book and completing teacher-directed tasks from Learning A-Z. Tim’s group, The Blue Group, is reading “Dustbowl Disaster”, a Grade 5/Level X book

Lesson 3:Vocabulary and Grammar:Tim has the option of completing the coordinating Vocabulary and Grammar activity from Dustbowl Disaster independently, or in pairs.

Lesson 4:Math Focus:Statistics and Probability:Tim will independently read and analyze a newspaper article that offers statistics for poverty in America. His classmates will either read a graphic-comic representation of the article Tim is reading, or read a higher level excerpt from a book to determine the necessary statistics to input into a graph (Tim is aware of the system for Lesson 4, which is applied weekly:Monday:read the article to identify vocabulary and information that requires further research for understanding. Tuesday:Use the internet and available books provided by the teacher to answer the questions developed on Monday. Wednesday (Perform the necessary task):Select and begin the graph necessary to display collected data. Thursday (Develop a summary): Finalize the necessary graph and write a summary demonstrating support for what has been completed. Friday (Review):Review and complete the week’s assignment. Tim is very aware that this group is based on his “best work” and that his group-mates and classmates' work may not look the same.

Lesson 5:Agriculture/Class Project:Each group works together to research and list the necessary components for collecting Maple Syrup. Each group will give each participant a roll. Tim is part of the “Blue Group” who has agreed to meet for their group activities after lunch for this month, so he chooses to begin his Vocabulary and Grammar lesson to ensure that he gets a jump on something before snack!**Transition:**The classroom teacher offers a 2 minute warning, which prompts Tim to take his plan and his Lesson 1 work to his group-mate Joe, who offers a quick word of advice on one of his answers since he decided to do the same assignment. Since Grade 5 has reviewed how to offer “support” instead of “answers”, Joe’s response is something Tim will consider tomorrow. The two head back to their lockers for their snacks, and back to their seats respecting the other students’ time and space.

DEAR/Snack Time: The teacher gives students who followed the class system Dojo points and proceeds to read the class book, Isaiah Dunn Is My Hero, Tim and Joe receive two for making it back in time quietly. Last month they independently read a book of their choice, but the teacher

has explained that this group book is very powerful and will support the class in discussing the difficult topic of poverty. **Transition:**All the students, including Tim, line up and walk quietly to the gym. Tim walks quietly to the gym and is rewarded with Dojo points.

PE: Tim moves into the gym and sits around the basketball ring. The teacher introduces the theme of human history, and offers the important background of the first physical education class being at Round Hill School in Northampton Massachusetts in 1823. The PE teacher asks the students what they remember from class that might relate to the 1800s? Tim yells out, "Westward Expansion", another student yells out "Pasteurization", referencing their experience in Grade 4 with dairy farming. The teacher references the students to the "The Indian Removal Act", and asks what they think it means. The students suspect what had happened and the teacher explains the students will receive further information in class. The teacher explains that this week they will be playing LaCrosse, both the first organized sport in North America and also a sport traditionally played by Native American tribes. The students run as their "warm-up" activity and the teacher passes out the lacrosse sticks and reviews the parts of the stick. The students practice moving the stick in the safest and most appropriate ways. The students practice picking up and dropping the ball with teacher-selected music in the background.

Transition: Tim lines up with his class and walks back to the class and receives Dojo points for walking and entering the classroom appropriately. All the students receive additional Dojo points for proper PE participation. Tim earns 3 points total.

ELA Focused Classwork:Writing: The teacher introduces the topic of informational text today, and offers the students an article on human history related to patterns and trends regarding income and poverty. Students who have completed Lesson 4 offer insight to the class with teacher support. The teacher demonstrates the process of underlining important information to assemble an initial general thought that will dictate an information writing piece. After the whole group time, students are encouraged to move into their groups quietly and Tim shuffles to meet with his Blue Group in the corner. The group-mates compare notes and planning of the week. They decided to work on Lesson 4 since it was closest to the Whole Group lessons and set their materials before transitioning into line for lunch and recess. **Transition to Lunch and Recess:** Students line up quietly for Lunch and Recess Time and return back to their class following class procedures that have been used throughout the year.

Science Focused Classwork: The teacher pauses students after the 45 minute ELA block has completed by using "Give Me 5". Tim stops what he is doing and makes eye contact with the teacher to hear what will happen next. The teacher asks if students have completed Lesson 5. No groups have, but Tim and the Blue Group is close to transitioning to the next activity. The teacher explains that, today, there will be no whole group Science lesson to give the groups a chance to get deep into their work. Tim jumps back into his group work, where they are almost ready to transition. Tim plans to go back to Lesson 1 since he started it this morning, but the teacher just called for the Blue Group, so Tim pops up, prepared to read The Dust Bowl with the teacher, who always seems to ask the most difficult questions!

Social Studies/History Focused Classwork: The teacher pauses the students using "Give Me 5" and Tim stops what he is doing to look at the teacher. She requests that everyone cleans up and moves back to their seats for a final lesson. Tim moves quickly and earns another Dojo point. The teacher uses the overhead projector to display a "timeline" for the Earth. She explains that the timeline will be filled in with major facts from the start of time to the Modern Era. Students

will be allowed to add facts they find interesting, as well. This includes facts such as:When the first cell phone was invented, or the first computer. When the first usable car or airplane were developed, or when humans are noted as using clothes. Students will be asked to use facts that scientists use, and that religious facts, though very appropriate for family conversation, may not be used in school because they are family-based. The students are asked to raise their hands if they have a fact to place on the timeline now. As the students add facts onto the general timeline, the teacher also introduces some interesting facts using slides and pictures for student reference. She explains that the timeline will be included by the end of the week, and students who bring in usable facts and dates will be given an extra Dojo point for the day. With the remaining time, the teacher demonstrates an effective google search identifying key vocabulary and demonstrates how to 'weed through' articles to identify the most purposeful. The teacher references the internet safety course that students attended last week, and asks if anyone has questions. Tim did not take notes, and remembers that last time he did not get a good grade because he did not take notes for optional homework. Tim raises his hand and asks the teacher to explain the optional homework again so he can take notes. Other students take their agendas out of their desk to write the information down, as well. One student rolls his eyes, but the teacher quietly takes away a Dojo point for being unempathetic. When the teacher finishes her recap, the students are asked to prepare for the end of the day, then line up for transition into the Programs block. **Transition**:Tim reflects on the number of points he has (15 total). He has decided to save his points until tomorrow so he can purchase a hot chocolate at the coffee shop for 30 points = $30. He chooses to line up at 2:35 to attend his self-selected program of "Gardening" instead of 3:40 with students who wish to make purchases at the School Store or Coffee Shop.

Programs Block: Tim arrives at his Gardening meeting location in the cafeteria. The teacher references the student manual that requests students follow specific safety rules. Tim listens carefully to his assignment for the day and the team heads outside where Tim is working with Joan to make sure that the peppers are weeded and watered properly. While weeding, Tim reflects on how chaotic things seemed back in September, but how far everyone has grown and how everyone in his current team works well together. **Transition:**By 3:15 Tim is dirty, but happy! The team lines up and heads inside with enough time to wash up before the end of the day school meeting at 3:25. They move into the gym for the closing meeting. Some of the classes have their bags for dismissal with them, but Tim's class is not one of them because of their schedule.

Closing Meeting: The Grade 7 students are conducting the closing meeting. A student asks the school to raise their hands and share moments of "Caring" throughout the day. Grade 7 students are scattered throughout the audience to help the speaker. Three students share their experiences. Another Grade 7 student took the microphone and asked what the school's predictions about tomorrow were. The students who were called on spoke about their own classes' fun activities. The afternoon meeting is closed by students saying the Olean Academy Chant and demonstrating they are ready to leave for the day by sitting properly. **Transition:**Students who do not have their "homeward-bound" materials are asked to go back to their class for dismissal. Those who are prepared for dismissal leave from the gym. Dismissal is conducted in the morning with the lowest grade leaving first, and moving up to the highest grade.

Morning Meeting Sample Week: Topic: Respect

*The Meeting Facilitator is meant to be a teacher, Coordinator, or Director in the beginning of the school year and will transition to the intermediate and high school Ss during the middle of the year and possibly the elementary Ss towards the end of the year.

Monday: Define and Clarify: *The Meeting Facilitator Poses Questions to the School:* What do you think respect means? What does it look like? How can you show respect to yourself? How can you show respect to others? *The Meeting Facilitator Explains: "Respect* is an attitude of honoring oneself and others through our words and actions. Treating every person with dignity and courtesy." Let's think about how we can show respect to others today!

Tuesday: *The Meeting Facilitator Poses Questions to the School:* How can a person show you respect? *The Meeting Facilitator Prompts Ss to Predict:* Predict ways you can show respect today.

Wednesday: *The Meeting Facilitator Poses Questions to the School:* How many of you have demonstrated respect so far? Visual tally marks would be used to count and help the little ones learn!

Thursday: Partner Day: Ss are pre-set to match Ss from older grades with Ss from younger grades. *The Meeting Facilitator Guides Pairs to Analyze Scenarios Where Respect Can And Should Be Used.*

Friday: Reflection Day: *The Meeting Facilitator Guides A Verbal Reflection About The Ss Favorite Parts Of The Week!*

Every Morning Meeting Will Have… The Pledge of Allegiance, Lunch Menu Explanation, General Announcements, General Expectations for the Day, Consistent Dismissal: Youngest to Oldest

Afternoon Meeting Daily Reflection

The Meeting Facilitator Poses A Consistent Question To The School Each Day:

Who did you see being respectful?

In the beginning of the year, teachers guide, prompt and offer answers, but by the end of the year, the goal will be for Ss to consistently select others.

What can you change for tomorrow?

Every Afternoon Meeting Will Have… Announcements, Consistent Dismissal: Bussers, Walkers, Aftercare, Remainder

Programs Block Plan

Program Name	#	Run by…	Manuals
School Store	10	Class Teacher	https://drive.google.com/open?id=199Q14gkeKa0xQIkRB0zgMFLk-ny0UWSC
Post Office	10	Class Teacher	https://drive.google.com/open?id=1KodmBgf8AWi3pARb1qNboF6SAeFKiHOs
Student Government	20	Principal/Class Teacher	https://docs.google.com/document/d/1lGX2DJTjWvzIMWQ3k2opuiQiBXpYWw_JUc9CTNoOsHU/edit?usp=sharing
Coffee Shop	10	Class Teacher	https://drive.google.com/open?id=1BizNw9cR9m--6JHV9dJyajKXX9aXeglv
Boundless Connections	20	Contract	Affiliation
Bank (Internal)	10	Class Teacher	https://www.bankaroo.com/bankaroo-for-schools-pricing-

			update/
Greenhouse	15	Head of K-8 Agriculture	https://offgridworld.com/13-cheap-diy-greenhouse-plans/
Kitchen/Snackery	'24	Class Teacher	
Dance	20	Contract	Affiliation
Theater	15	Class Teacher	
Yoga	10	Contract	Affiliation
Chess Club	10	Class Teacher	
Banana Splits (SANO)	10	TBD	https://www.bananasplitsresourcecenter.org/
In-School Mentoring	10	Counselor	https://docs.google.com/document/d/15th_Z3H2C0bccMivxTH1VpQUBysHqDn-3ve9RDTQHuU/edit?usp=sharing
ENL Support		ENL Teacher	As needed

The K-8 universal grading scale is as follows:

Rubric Grade	% or Grade	Understood Requirements Met to Be Used Universally
4	90-100 % A	The student has achieved the stated expectation **to the best of his or her ability**. This means that he or she has completed the stated task on or above his or her basic capabilities. ● Reading: The student uses a clear voice, demonstrates confidence with verbal expression, and is able to answer comprehension questions with a full grasp of the material. ● Writing: The student uses correct punctuation and grammar. He or she is able to express his or her thoughts in a clear manner that demonstrates an extensive vocabulary above and beyond basic structure. ● Math: The student is able to complete the stated problems demonstrating a clear understanding orally or in writing. ● Sciences: The student is able to clearly ask and answer stated questions using a clear and concise manner that demonstrates the inquisitive nature cultivated in a primary environment.
3	80-89% B	The student has achieved the stated expectation **to the best of his or her ability, but with errors that are natural and age appropriate**. This means that he or she has completed the stated task using his or her capabilities. ● Reading: The student uses a clear voice, demonstrates confidence with verbal expression, and is able to answer comprehension questions with a full grasp of the material. ● Writing: The student uses correct punctuation and grammar. He or she is able to express his or her thoughts in a clear manner that demonstrates an extensive vocabulary above and beyond basic structure. ● Math: The student is able to complete the stated problems demonstrating a clear understanding orally or in writing.

		● Sciences: The student is able to clearly ask and answer stated questions using a clear and concise manner that demonstrates the inquisitive nature cultivated in a primary environment.
2	70-79% C	The student has achieved the stated expectation **to the best of his or her ability, but with errors that exist for reasons beyond age appropriateness**. This means that he or she has completed the stated task slightly below his or her capabilities. ● Reading: The student did not have used a clear voice, or did not demonstrate confidence with verbal expression, and January not be able to answer comprehension questions with a full grasp of the material. ● Writing: The student did not use correct punctuation and/or grammar. He or she was not able to express his or her thoughts in a clear manner that demonstrates an extensive vocabulary above and beyond basic structure. ● Mats: The student did not be able to complete the stated problems or January not be able to demonstrate a clear understanding orally or in writing. ● Sciences: The student was not able to clearly ask and answer stated questions using a clear and concise manner that demonstrates the inquisitive nature cultivated in a primary environment.
1	60-69% D	The student has not achieved the stated expectation **to the best of his or her ability, and errors exist for reasons beyond age appropriateness**. This means that he or she has completed the stated task below his or her capabilities and the teacher will intervene and/or communicate with the student's parents.

Grade 8 and High School Internship and Work-Service Plan

Cooperative Career and Technical Education Work Experience Program

* CTE Pathway: Ss will volunteer approximately 5 hours per week with a minimum of 90 hours per semester for one credit at Canticle Farms: Summer, Fall or Spring Quarters.

General Education Work Experience Program and Work Experience and Career Exploration Program (Ages 14-18 depending)

*STEM Pathway: Ss will volunteer 5 hours per week for a single quarter with a minimum of 90 hours. Ss will work in approved STEM businesses

*Regents Pathway: Ss will volunteer 5 hours per week for a single quarter with a minimum of 90 hours. Ss will have the option to change locations after each semester.

Goal: The goal for Olean Academy student internships and work-service plan is for Ss to actively participate in supporting a community business or organization. During this support, Ss could experience aspects of the business including, but not limited to: business management, financial literacy, customer service, office management, and daily operations.

The business will determine the tasks Ss should complete.

School Responsibilities:

- We pledge to make the necessary connections between businesses and the families.
- We pledge to support Ss by allocating a teacher-mentor to support through the process.
- We pledge to offer guidance on how to apply the career exploration elective to the student's Grade 8 portfolio.

- We pledge to ensure an open-door policy exists between the school, the businesses, the families and the Ss.

Business Responsibilities (High School Ss only):

- We ask the business to schedule a phone call with the school's Director of Programs to discuss the answers to Section II at the conclusion of the year. The school's Director of Programs will be responsible to complete the attached performance review according to the business' responses.
- We ask the business to show Ss as many aspects of the job as possible during the day.

Parent Responsibilities:

- We ask the parent to ensure the student is at the proper location at the designated time.

Student Responsibilities:

- We expect the student to represent us as ambassadors of Olean Academy.
- We expect Ss to see through their bull commitment including the reflection at the end of the day.
- We expect that Ss use our values while interacting with all community member:

Participate in **Community** service and community involvement. Demonstrate **Accountability** for one's actions. Maintain **Respect** for community and self. Show **Empathy** towards others, including personal and global issues

Interdisciplinary Sociology Class Curriculum Map

Year 1

September: The Sociological Perspective: Objective(s): Understand the sociological discipline through a comparison to both the natural sciences and the other social sciences.

Description: Ss will explore the larger concept of sociology and the tools used in its practice. Building on an exploration of the natural sciences used to study our natural environment, Ss will come to appreciate not only social science generally, but also recognize how sociology is unique compared to psychology, anthropology, criminology, political science, history, etc. Ss will be exposed to both basic and applied science. The goal of this unit is for Ss to question what is a blank human slate. This is a challenge for Ss because in order to try and view humans as a blank slate, we must view through our own cultural lens which will obscure and influence any conclusion. This allows Ss to at least be cognizant of their own cultural bias and be able to understand the concept of the sociological lens.

Community: Ss will explore a local social or human services organization that uses applied sciences to address local issues.

October: Socialization: Objective(s): Appreciate the importance of experience and our environments in shaping human beings.

Description: Explore the Nature versus Nurture controversy with an appreciation of how both are influenced by our natural environment. Discussions of twin studies and feral children illuminate the importance of our environment over aspects of our biology. The goal of this unit is to look at the nurture side of how a human becomes a human. The process will start to look at the human brain and the stages of progression through life. Ss will then look at different theories on how learning takes place. Through studying how the concept of "schooling" has changed overtime, Ss will be able to put their own education in contrast. Ss will also be

challenged to research instances in history where education has been manipulated for various values or goals of a society. This will culminate in a project where Ss survey school lunches from around the world and reimagine the American school lunch menu to prepare and eat as a class.

- Ss will explore the theory of human evolutionary biology.
- Ss will study the biological process of learning through different stages of human life.
- Ss will explore how societies have attempted to socialize and prepare young people to be part of the larger society.
- Ss will study the history of education in America incorporating the many models that have emerged and the rationale behind them.
- Ss will evaluate how education differs around the world ending in an evaluation of their own school's curriculum.
- Ss will evaluate school lunch as a representation of how education is valued as a society and reimagine what it could look like.

Community: Ss will come to appreciate the importance of our local rural location and natural environment in shaping their lives by comparing it to the experiences of those who come of age in urban settings.

November: The Scientific Research Process: Objective(s): Master the scientific research process with an understanding of how it relates to the social sciences.

Description: Elaborate how sociology applies the natural research design developed to study the natural environment (with independent and dependent variables, control and experimental groups) to the study of people. Focus on the ethics that arise in studying people versus experiments conducted on aspects of our natural environment.

Community: Ss will be exposed to academic research conducted in the local area by professors at Jamestown Community College, St. Bonaventure University and/or University of Pittsburgh at Bradford.

December: Culture: Objective(s): Define culture and understand its importance to a society and individuals living within it.

Description: Through the concepts of ethnocentrism and cultural relativism, Ss would be better positioned to understand any biases they might personally hold.

Community: Ss will better understand our own culture through the practice of comparative sociology which includes a food-based comparison to our local area that might include practices like hunting and fishing, or even an exploration of the Olean Friday Night Fish fry.

January: The Social Structure: Objective(s): Explore core concepts in sociology by visualizing the makeup of the social world.

Description: Ss will explore the core concepts of status, role, institution, groups (and leadership), formal organizations, social structure. Start to investigate some of the implications of certain institutions having more power than others and the complicated nature of social stratification. Ss will study modern social structures throughout the world focusing on how the differences impact social interaction and the socialization of its people.

Community: Ss will place themselves into the regional and global food system as well as our local natural environment.

February: Deviance: Objective(s): Better understand the social structure and culture by examining those who violate conventions, norms, rules and laws.

Description: Analysis of food-based cultural norms, mores and taboos provide a more thorough understanding of culture. Discussions of positive and negative sanctions enhance this understanding.
Community: Using federal data, Ss will compare and contrast local crime rates to those of the state and nation.
March: Societal Evolution: Objective(s): Explore the evolution of western society from hunter gatherers to scientific revolution.
Description: Focus on how the natural environment and agriculture was the driving force behind societal evolution from hunter-gathers through up until the enlightenment and industrial revolution when western culture embraced the value of controlling nature rather than letting it dictate what humankind could, and could not do. The goal of this unit is to show one of the most important shifts in human history: the neolithic revolution. Through the story of domestication, the Ss will start to ask questions about their own food and the industrial agricultural practices of America. Take time to investigate these questions and ask the Ss to do some research on their own. The conversation might also turn to the domestication of humans as in slavery and genetic modification of babies. These conversations can be revisited in later units to add another dimension of the topic.

- Ss will explore the various origin stories of humans from the world and across time.
- See how modern American society measures up to those of the past
- Ss will study the Neolithic Revolution and the changes which occurred in human society.
- Ss will participate in a simulation that models the rise of specialization, social stratification, wealth, competition, settlement, and agriculture.
- Ss will make and eat bread together as a class.
- Ss will explore different hunter-gatherer societies throughout time to the present to evaluate trends and consistent qualities.
- Ss will cook locally harvested wild meats over a campfire as a class.

Community: Ss will learn the history of the Seneca Nation and the Iroquois confederacy more generally.
April: Globalization: Objective(s): Understand the self in our global village as our place grew out of first the industrial revolution, then the technology revolution.
Description: Through a detailed examination of the global food system, Ss will better appreciate their place in the global village while coming to appreciate how technology influences our lives (along with agriculture more generally). Focus is placed on farming and resource extraction technologies (engineering) used to moderate and mediate humans' relationship to the natural environment. The goal of this unit is to explore the history of economic theory and its impact on social class, social stratification, and inequality. Through studying the evolution of capitalism, the rise of the Industrial Revolution, and the response of Communism, Ss will gain insight into human behavior, the role of wealth in society, the values of a culture, and our current reality. Through the use game-play simulations, food-based exploration of The Jungle, and comparisons of different societies throughout time, Ss will be able to evaluate how society is shaped by various institutional forces.

- Ss will study the history of the economic theories and historical events which shaped them.
- Ss will use the text *The Jungle* to understand a period of class conflict in American history and then make their own sausage.

Community: Ss will place the Olean community into the larger global context.
May: Environmental Sociology (Review): Objective(s): Analyze how sociologists study the natural environment as it relates to individuals.
Description: Ss will learn how some sociologists apply the sociological perspective to study the environment, mainly the relationship of individuals, groups and societies to the natural world. An emphasis will be placed on access to water, which is a growing concern globally and heavily influences future speculation about our region which is fortunate to have access to some of the largest supplies of freshwater in the world (and is projected to keep such through climate change).
Community: Ss will explore the conservation efforts of a local environmental group.
June: Sociology of Food (Review): Objective(s): Review Year 1 by applying the sociological perspective to good and agriculture.
Description: Ss will learn how some sociologists apply the sociological perspective to the study of food, mainly access issues to a nutritious diet along with how culture relates to what we do, and do not eat.
Community: Ss will explore local agriculture and/or a social service organization providing nutrition to the marginalized and disenfranchised.

Year 2

September: Year One Review: Objective(s): Review the sociological perspective and core concepts used in the study of society and the individuals who experience it.
Description: Drawing heavily from The Sociology of Food and Environmental Sociology, Ss will review the sociological perspective, the scientific research method, socialization, culture, social structure, deviance and societal evolution.
Community: Localized academic research will provide the basis of the conceptual review.
October: Social Class: Objective(s): Fully recognize the full implications of the distribution of power and resources.
Description: Examines poverty and the lack of access to basic resources, especially food along with its implications for socialization via the culture of poverty thesis. A focus is placed on the different natural environments the poor versus the wealthy are exposed to.

- Ss will study the social class structure of America to develop a baseline to explore other social class structures throughout the world and history.
- Ss will explore the concepts of privilege and the challenges that come with the existence of social class.

Community: Local data on income, wealth, occupation, education and poverty will be compared to New York State and the nation as a whole.
November: Race & Ethnicity: Objective(s): Define race and ethnicity while understanding their importance to our life course and development of the self. Ss will be exposed to local social and human service organizations offering assistance to the poor.
Description: Revisit the nature versus nurture controversy by differentiating between the concepts of race and ethnicity. Includes review of how the natural environment influenced the evolutionary differences between the so called “races.” The goal of this unit is to explore the role of race as a social construct while investigating the specific role of Western NY in the Underground Railroads and subsequent migrations. This unit will continue to explore the concept of social construct by using modern texts in present day America. Through studying the

history of Olean's part in the underground Railroad, we will be able to address the larger role that race has played in the history of this country, offering insights into how other nations and time periods have addressed differences between groups of people. The focus on migration will allow academic study to look at the push and pull factors for migration, whether forced or voluntary, and trace the impact of migrating people on the cultural, social, economic, and agricultural landscapes. This study will lead to the living legacy and practice of African American Foodways that exist in Western NY.

- Ss will study race as a social construct.
- Ss will partake in the Underground Railroad tour of Olean while providing new ways to share, experience and promote the information.
- Ss will study how race and migration have intersected throughout American history by creating an interactive map that shows these larger trends.
- Ss will use the past lessons and understanding of race to question and discuss the current racial tensions in American society.
- Ss will study and recreate a meal from the rich living legacy of African American foodways.

Community: Local data on race, ethnicity and migration will be compared to New York State and the nation as a whole. Ss will be exposed to the Olean African American Cultural Center and their work.

December: Sex & Gender: Objective(s): Define sex and gender while understanding their importance to our life course and development of the self.

Description: Revisit the nature versus nurture controversy by differentiating between the concepts of sex and gender. Focus on how interactions between people and the natural environment led to the development of "gender roles." This unit will build upon the concept of the social construction of the individual. Through looking at the mythology developed around the 1950's the class will be able to poke holes in the historical narrative. Through the vulnerability of this narrative the class will also be able to attack the idealized gender through its large role in the meta-narrative. Once the idealized gender can be analyzed in the past, Ss will be prepared to take on the construction of gender in the present. The beginning of the unit seeks to create a baseline of knowledge about the time period. As Ss bring in different events and topics, to place them within the larger discourse of social structure and stratification. At the same time try to have Ss connect the events they know to the possible social conditions they might create ie, poverty, violence, migration…

- Ss will explore the concept of a social construct.
- Ss will explore the gender roles portrayed in the 1950s and explore primary sources from the time to understand how they were enforced and portrayed.
- Ss will be able to question and discuss the current complexities of gender in modern American culture.
- Ss will explore how different cultures throughout history have managed the dynamics between gender, sexual orientation, and physical sex.
- Ss will study the cuisine of the 1950's culminating in the production of a recipe unique to the time period.

Community: Local data on sex and gender will be compared to New York State and the nation as a whole. Ss will be exposed to local social organizations providing services to women.

January: Sexuality (Optional Depending On That Year's Parent Survey): Objective(s): Understand and appreciate the changing nature of same-sex partnerships.
Description: Revisit the nature versus nurture controversy by exploring if sexuality is something we are born with, or a learned behavior. Focus is on the growing cultural acceptance of same-sex relationships.
Community: Local data on sexual identification will be compared to New York State and the nation as a whole. Ss will be exposed to local social organizations advocating on behalf of LGBTQ+ individuals.
February: Marriage & Family: Objective(s): Appreciate marriage and family as a foundation upon which society is built.
Description: Comparative sociology (both across societies and with plants/animals in the natural world) reveals the social structure of families in the United States. Focus on how the family evolved to enable survival of the species (reproduction) in natural environments. The goal of this unit is to empower Ss to use the tools of a sociologist and anthropologist to explore a part of their family history that is tangible. Ss will be challenged to review a family recipe or a food that has been tied to their heritage using different sociological lens to develop a deeper understanding of the hidden aspects of the text such as social class, migration, oppression, colonization, etc. Through that analysis, Ss will have to utilize the standards of a sociology curriculum while internalizing the intricacies of how a part of themselves are reflected in it. Preparing, presenting and sharing the recipe is the final step.
Community: Local data on marriage and cohabitation rates will be compared to New York State and the nation as a whole. Ss will be exposed to local social organizations providing services to children.
March: Work & Economy: Objective(s): Note the importance of the work and industry to our lives as both workers and consumers.
Description: Revisit societal evolution by first exploring the industrial revolution as it relates to agriculture; then examine how the technology revolution continues to influence our lives today.
Community: Ss will be exposed to occupational data in the local area while focusing on the work of the Olean Business Institute.
April: Health and Medicine: Objective(s): Appreciate how our physical and mental health relates to the environment and social positioning.
Description: Focus on the importance of diet to health and well-being and our natural environment as they relate to both physical and mental health with a focus on differences across race and class. The goal of this unit is to look how different ideologies define and promote physical and mental health. This will lead to the emergence of modern medicine and the impact that it has had on the human population, life expectancies, and lived realities. Ss will then look at the specific health dynamics of Olean as a population and interview health care professionals on their experiences in the field. The class will measure themselves using various definitions of health. The class will evaluate the statement "Food is medicine" using a sociological and anthropological lens while developing their own food philosophy of what, how, when and with whom to eat.

- Ss will study how physical and mental health have been defined throughout history and across societies.

- Ss will study and explore the different practices that societies have used to maintain or regain health.
- Ss will critically investigate modern medicine in America while comparing other methods of healthcare used in this society.
- Ss will explore the local healthcare system through field trips, interviews, and volunteer opportunities.
- Ss will explore the intersections of food and health by researching and curating their own food philosophy.

Community: Local data on health and disease rates will be compared to New York State and the nation as a whole. Ss will explore the local dynamics of health in this community through data analysis, mapping, and specific research. Ss will be exposed to the work of local health care providers.

May: Year 2 Review: Objective(s): Review Year 2 via the concept of intersectionality.

Description: Focus on how the self cannot be understanding by looking at class, race, gender and sexuality on their own; but how they relate to each other, along with agriculture and food more generally.

Community: Ss will place themselves and the Olean community more generally into the matrix of domination.

June: General Review and Preparation for Capstone Development

S.A.N.O.:Ss ARE NUMBER ONE

Overseen by the Director of Student Services: The Tier 2 S.A.N.O. is a system developed to support classroom teachers, school administration and parents in their quest to improve student learning. The guiding principles for the S.A.N.O program include:

1. S.A.N.O. is student-centered.
2. S.A.N.O. is designed to be a shared-responsibility program between school and home.
3. S.A.N.O. is a service offered by OACS to introduce life-long learning and behavioral support skills to Ss.
4. S.A.N.O. is based on a student's individual strengths and needs.
5. S.A.N.O. includes noted outcomes from Ss, educators, and parents.
6. S.A.N.O. includes positive support for Ss.
7. S.A.N.O. includes tools to guide and measure student progress.

Although this service is not compulsory when recommended by the school, we encourage parental participation as this will create a consistent environment for Ss in school and at home.

<u>Forms and Process</u>

1. Teacher Recommendation (see form)(RTI Step 1 information delivered)
2. Initial Meeting between Director of Student Services, Director of Programs and/or Head of Special Education, and/or Principal and Classroom Teacher(same form as Step 1)
3. Initial Assessment Form (completed one week after Step 2)(RTI Step 2)
4. Result of Initial Assessment Meeting (completed one week after Step 3)

—if necessary—

5. Parental Invitation (completed one week after Step 4)
6. Secondary Meeting Between Director of Student Services, Classroom Teacher and Parent (completed one week after Step 5)
7. Parent Progress Report Invitation

8. Evaluation Form (3 Months, 6 Months, 1 Year)(If necessary, RTI Step 3)

At any point, parents can request a referral for Special Education Services for an I.E.P. to be developed pending testing. A referral is a written statement asking OACS to coordinate with Olean Public Schools to facilitate the necessary testing to determine if he/she/they requires an IEP and special education services. The referral may result in a request to have the student tested to see if he or she needs special education services.

Grade 4 Exit Standards:**Language Arts:**The student will be able to verbally explain reading strategies that directly apply to his or her way of learning and why, lead and participate in discussions in a respectful tone and logical order with reasoning, offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems, infer the underlying theme or message of written text and videos, compare and contrast characters, plot, and setting, offer verbal or written reasoning for selected answers, personal opinions, and possible solutions to problems, exercise voice and word choice, use advanced vocabulary in grammatically correct sentences to demonstrate the ability to combine sentence patterning, expanding sentences, and vocabulary understanding, use strategies for planning, sentence mapping, and paragraph writing.**Math:**The student will understand and explain the concepts of positive and negative integers as well as add and subtract to 100000, explain add and subtract decimals to the thousandths, construct lines of symmetry, explore translations, transformations, flips, and rotations based on 90 degrees, 45 degrees, 180 degrees, and 360 degrees, identify, understand, and use geometric vocabulary including point, line, line segment, and ray, use a variety of problem-solving methods to identify mathematical relationships, analyze problems, identify relevant information, and observe patterns with and without support, explore the use of tools of measurement for capacity and weight including those used to measure, make a direct link to fractions and decimals, demonstrate an understanding that multiplication is repeated addition and division is repeated subtraction, count, read and write the whole number to at least one hundred in numbers and words, recognize odd and even numbers, count by 2s, 3s, 4s, 5s, 10s up to 100.**Science:**The student will be able to identify simple machines, their uses, and predict the results of their use, explore energy and motion in terms of interactions and simple machines, create a simple circuit to cook an egg, identify factors affecting motion, positive and negative charge, and magnets in relation to the environment and world around, explore temperature and the ways in which temperature is measured currently, and in the past, cooking for families in need, describe how energy is carried through waves, electric current, and moving objects, as well as how light energy is transferred, analyze chemical reactions and develop logical conclusions.***Grade 8 Exit Standards:*****Math** The students will be able to recognize a statistical question, interpret and analyze lines and angles, interpret data to investigate patterns of association between two quantities.Describe positive or negative association, linear association, and nonlinear association, reason abstractly and quantitatively, model with mathematics, understand the concept of a unit rate and ratio, proportional relationships, integer exponents, use square root and cube root symbols to represent solutions to equations between quantities, interpret the equation y = mx + b, understand that positive and negative numbers are used together to describe quantities having opposite directions or values, explain the meaning of 0 in each situation, solve real-world and mathematical problems, understand informally that every number has a decimal expansion, use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions.**English:**Students will be able to determine figurative language in context, evaluate the advantages and disadvantages of using different media, introduce a precise claim and organize the reasons logically, choose and develop criteria in order to evaluate the quality of texts, make connections to other texts, ideas, cultural perspectives, eras, and personal experiences, analyze a speaker's argument and specific claims, evaluating for sound reasonings and sufficiency of the evidence, compare and contrast the

structures of two or more works in order to analyze how the differing structure of each text contributes to the overall meaning, style, theme, or central idea, create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.**Science:**Students will be able to explain the financial realities of American farms, describe the atomic composition of simple molecules and extended structures, use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave, lan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy, analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.***Grade 12 Exit Standards:***1) 65 or greater (grade level) in class 2) Completion of PSAT/SAT and/or AP exams 3) Completion of all mandated high school Regents exams at level 3 or higher 4) Completion of all credit and course requirements per NYSED Graduation **Standards Special Education**:1) 65 or greater (grade level) in class 2) Completion of PSAT/SAT and/or AP exams 3) Completion of all mandated high school Regents exams at level 2/65 or higher 4) Completion of all credit and course requirements per NYSED Graduation Standards **ELL Student:** 1) 65 or greater (grade level) in class 2) Completion of PSAT/SAT and/or AP exams 3) Completion of all mandated high school Regents exams at level 2/65 or higher 4) Completion of all credit and course requirements per NYSED Graduation Standards.**English:** Students will be able to cite textual evidence to support analysis explicitly/implicitly and make logical inferences, develop questions for deeper understanding and for further exploration, analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings, delineate and evaluate an argument in applicable texts, applying a lens (e.g.constitutional principles, legal reasoning, belief systems, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient, develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases, introduce and organize complex ideas, concepts, and information.**Math:**Students will be able to deliver the meaning of rational exponents and rewrite expressing from extending the properties of integer exponents, create equations and inequalities in one variable to represent a real-world context, solve a system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically, graph functions, polynomials, cube roots, showing components such as period, midline, and amplitude, use the properties of exponents to interpret exponential functions, and classify them as representing exponential growth or decay, write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, use the tools of statistics to draw conclusions from numerical summaries, use the language of statistics to critique claims.***Sociology of Community, Agriculture and Food Systems:***Students will be able to exhibit interpersonal skills essential for success in the multinational business world, demonstrate basic leadership abilities/skills, and function effectively as members of a work group or team, demonstrate an understanding of business, marketing, and multinational economic concepts, perform business-related mathematical computations, and analyze/interpret business-related numerical information, prepare, maintain, interpret/analyze, and transmit/distribute information while demonstrating the oral,

nonverbal, and written communication skills, and apply personal and resource management skills.

School-Wide Behavior Management Policy

Successful behavior management involves input from parents and teachers, as well as buy-in from students. OACS has utilized a variety of suggestions to develop a proactive, in-depth, school-wide behavior management system that supports students' education, as well as encourages positive behaviors. Olean Academy's School-wide Behavior Management System works to consider the school's needs, individual classes' needs, and individual students' needs and allows teachers to individualize components to meet the needs of their students.[1]

It is essential for educators to use pre-planned, intentional classroom behavior management procedures that reduce the likelihood of problematic behaviors occurring. Their application is intended to anticipate, and thus limit, disruption, non-compliance and task avoidance by students. Too often, teachers can create or maintain problematic classroom behavior by relying too heavily on reactive management strategies. The use of reactive strategies, such as detentions, removal from class, office referrals, and suspensions are not effective and therefore will be considered as last resort. The use of positive reinforcement is essential to encourage and maintain appropriate behavior and academic learning.[2]

In the beginning of each school year, Olean Academy will dedicate the month of September to ensure that all students understand the necessary expectations including the use of role-play, social stories, and clear examples of acceptable versus unacceptable behavior.

Olean Academy School Pledge and School Rules

Olean Academy Panthers have pride, are focused, and never give up!
We participate in Community service and community involvement.
We demonstrate Accountability for our actions.
We maintain Respect for community and self.
We show Empathy towards others, including personal and global issues.
Academy Attitude, Positive Attitude!

What It Looks Like…(Expectations)

School Rule	…in school	…in the community	…at home
We participate in Community service and community involvement.	Helping to keep the school clean and safe Panthers helping panthers Caring for the classroom, cafeteria, and other spaces Participating in class events Saying "please" and "thank you"!	Picking up litter Holding doors for others Caring for parks and community spaces Giving to others instead of taking Saying "please" and "thank you"!	Agree to do chores when asked Being kind to those who live in your house Helping the adults if you can Saying "please" and "thank you"!
	Listening to school adults	Picking up something if it is dropped	Listening to home adults

[1] https://files.eric.ed.gov/fulltext/EJ1032366.pdf
[2] https://files.eric.ed.gov/fulltext/EJ976654.pdf

We demonstrate Accountability for our actions.	Accepting responsibility if something goes wrong Saying “I’m sorry!” and not shouting Winning or losing in a kind way Making changes when asked	Saying “I’m sorry!” and not shouting Winning or losing in a kind way Making changes when asked by a safe adult	Accepting responsibility if something goes wrong Saying “I’m sorry!” and not shouting Winning or losing in a kind way Making changes when asked
We maintain Respect for community and self.	Listening to school adults Using the correct time and place to do or say something Hands and feet to ourselves, and using kind words	Thinking about how others feel first Following community rules Not staring at others or passing judgment on them	Listening to home adults Using the correct time and place to do or say something Following school rules
We show Empathy towards others, including personal and global issues.	Thinking about how others feel first Treating others as you would like to be treated	Thinking about how others feel first Treating others as you would like to be treated	Thinking about how others feel first Treating others as you would like to be treated

<u>Code of Conduct On School Grounds</u>

Olean Academy recognizes that free inquiry and free expression are indispensable to the objectives of the School. The purpose of this Code is to maintain public order and prevent abuse of the rights of others. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to dress in respectful and appropriate attire for the purpose they are on school property.

<u>Prohibited Conduct :</u> No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intimidate, harass or discriminate against any person especially on the basis of race, color, creed, national origin, religion, age, gender, or disability. (Dignity for All Schools Act Violation)
3. Obstruct the free movement of any person in any place to which this Code applies.
4. Willfully incite others to commit any of the acts prohibited by this Code.
5. Intentionally damage or destroy school property or the personal property of a teacher, administrator, other school employee or any person lawfully on school property, including graffiti or arson.

6. Use cell phones, pagers, or other electronic devices that can be an interruption to academic learning in the classroom. Visitors should "SILENCE" electronic devices when they enter the classrooms.
7. Disrupt or prevent the orderly conduct of classes, school programs or other school functions.
8. Distribute or wear apparel or other materials on school property or at school functions that are obscene, advocate the use of drugs, alcohol, tobacco products or illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
9. Use tobacco products (including vape products) on school property or at any school function.
10. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
11. Possess or use weapons, including but not limited to guns, knives, box cutters, etc. in or on school property, and or at a school function, except in the case of law enforcement officers or except as specifically authorized by the School.
12. Gamble on school property or at school functions.
13. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
14. Loiter on school property.
15. Refuse to comply with any reasonable order of identifiable school officials performing their duties.
16. Violate the traffic laws, parking regulations or other restrictions on vehicles, including the unauthorized operation of ATVs, snowmobiles and other such vehicles, as posted. The use of bicycles, hoverboards and skateboards are prohibited on school grounds; except as a primary transportation to and from school.
17. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.
18. Demonstrate lewd or sexually inappropriate behaviors.

<u>Each classroom will have the Olean Academy School Rules and Pledge displayed to ensure that students understand how they can earn dollars.</u>

Olean Academy Panthers have pride, are focused, and never give up!
1. We participate in Community service and community involvement.
2. We demonstrate Accountability for our actions.
3. We maintain Respect for community and self.
4. We show Empathy towards others, including personal and global issues.

<u>Persons who violate the aforementioned shall be subject to the following penalties:</u>

Visitors: Authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they will be removed and may not return. The duration of time visitors will not be permitted on school grounds will be determined by the severity of the action and in accordance with law.

Students: Be subject to disciplinary action as the facts may warrant, in accordance with due process requirements noted in the School-wide Behavior Management Policy including loss of Dojo dollars, Programs block time, suspension or expulsion. Students are afforded the right of

due process which ensures that all students will receive the opportunity to provide an argument contrary to that which is stated. This right to due process includes the right to notice and a fair hearing prior to the administration of long-term suspension or expulsion.

Faculty Members and Staff: Be subject to disciplinary action as the facts may warrant. They shall be subject to warning, reprimand, suspension or dismissal in accordance with any legal rights they are entitled to.

School-Wide Behavior Management Components (To Be Built Into Classroom Systems)

Class Dojo (https://www.classdojo.com/resources/): Class Dojo is used by all staff members to monitor student behavior. Abiding by a school rule earns a student 1 point ($1). Should a student demonstrate exceptional effort, behavior, or adherence to a selected rule, a staff member may reward the student with between 2 points ($2) and 5 points ($5). Students may have 1 point ($1) removed each time a behavior does not demonstrate the school rules.

Each teacher may arrange the review and distribution or removal of Dojo points/dollars at his/her/their discretion (at the end of each period, before lunch, at the end of each day, etc) and will inform parents accordingly. Teachers and other staff members may converse with parents using the message-component of the program, but will be required to when more than one consequence is given. Additionally, if a teacher recognizes a repeated behavior that requires a consequence, that teacher must complete a SANO form to ensure that the Directors of the school are able to support using a variety of behavioral strategies.

Teachers will be expected to have clear policies and procedures displayed in their classrooms to ensure that students are clear how consequences will escalate, specifically when 1 point ($1) will be removed, and whether it can be earned back.

School Bank (https://www.bankaroo.com/for-school/#faq-for-school): Olean Academy teachers will transfer students Dojo Points to dollars in the program Bankaroo. Students will receive an updated bank view on Mondays with the ability to spend their points during recess or during the Programs Block to make purchases at the School Store, School Coffee Shop (caffeine-free), or for other components including stamps at the post office. Using Bankaroo will allow students to practice evaluating, saving, and spending money.

Self-Selected Programs Block: Olean Academy's Program Block is an opportunity for students to self-select* a club that offers the practical application of the skills students will be learning in class. The environment is meant to be multi-age and ability to allow for struggling students to receive cooperative support from others without appearing to be singled-out. This will be a time when students who may also require mentoring or counseling can receive their time without disruption to their core classes and without drawing negative attention from other students.

Unless selecting a program designated through an outside organization** (theater, dance, etc.) students will participate in a topic-based training that offers students clear organization on the steps necessary to participate in the club. For example: The objectives for the club that was selected, the procedures/regulations/rules necessary for the program to function appropriately, how to perform necessary duties, whether an application for a specific position is necessary, whether specific vocabulary and language are necessary.

Throughout a student's time at Olean Academy, the student will most likely experience each program at least one time. Should a student participate in every club, the student will address multiple state standards. According to the Career and Technical Standards developed to support the CTE Agriculture path Olean Academy intends to offer, the following standards will

be met, along with many others appropriate to a student's specific grade level and a STEM focus (basic operations, word problems and problem-solving, measurement, design, mapping, as well as a host of interpersonal skills) *unless otherwise designated by a parent or the school-team **outside organizations will need to require their educators to participate in the same state requirements as a substitute teacher including fingerprinting and a criminal background check.

Teachers may include the removal of minutes during the Programs Block as an additional consequence within their classroom system. This must be displayed clearly, not exceed 15 minutes per day, and must be communicated with the parents through the Class Dojo message app.

Anti-Bullying and Harassment Policy

Olean Academy vows to actively ensure the prevention of harassment and discriminatory behaviors through the promotion of a value-based environment and daily school-wide meetings focused on specific concepts. Additionally, Olean Academy will consider cultural differences, hair styles, and other aspects of traditional policies to ensure they are inclusive for all students and families. Establishing behavioral expectations for students, staff, and visitors that encourage a positive and respectful school climate and culture are essential to creating and maintaining a safe and supportive school community. Commissioner's regulation §100.2(l)(2)(ii)(b) reflects the Dignity Act's requirement that boards of education create policies, procedures and guidelines intended to create a school environment that is free from harassment, bullying and discrimination.[3] Olean Academy will maintain specific records regarding incidents of discrimation and harassment that occur.

At Olean Academy there are three types of complaints:

Level 1	The complaint has not been made in the past. The complaint is resolved in the classroom and an email is written to the homeroom teacher: necessary apologies and consequences are given. The complaint is reported to the parents to maintain open communication.
Level 2	The complaint has been made in the past (as Level 1). The homeroom teacher will escalate the complaint to the Parent and Community Coordinator The Parent and Community Coordinator will contact parents to review the situation and assemble notes, as well as inform the DASA Coordinator The complaint is escalated to the Director's Meeting so the Directors can proceed with support
Level 3	The complaint has been made in the past (as Level 2). The teacher will escalate the complaint to the Parent and Community Coordinator The Parent and Community Coordinator will contact parents to review the situation and assemble notes The school must proceed with further action including, but not limited to, requesting parents and the student to immediately attend a school meeting as a final support including exploration of suspension or other action*.

*Olean Academy is legally obligated to provide alternative instruction to any student who is suspended or expelled

[3] https://www.p12.nysed.gov/dignityact/documents/FINALDignityForAllStudentsActGuidanceDec2017.pdf

		Kindergarten	1st. Grade	2nd. Grade	3rd. Grade	4th. Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
		7 30-8 00- Breakfast												
		8:00-8:05- Check-In												
8 05- 8 25 Morning Meeting		Morning Meeting/Phonics/ Calendar	Morning Meeting/Phonics/ Calendar	Morning Meeting/Phonics/ Calendar	Morning Meeting/Phonics/ Calendar	Morning Meeting/Phonics/ Calendar	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8 30-9:15-	8:30-9:15	Centers	ELA: Phonics/ Grammar/ Read Aloud	ELA: Phonics/ Grammar/ Read Aloud	ELA: Phonics/ Grammar/ Read Aloud	ELA: Phonics/ Grammar/ Read Aloud	Art/Music	Art/Music	Spanish/PE	Spanish/PE	Math	English	Science	History
9:15-10:00-	9:17-10 02	Centers (Science)	Centers: Social Studies/Science Input and Link	Centers: Social Studies/Science Input and Link	PE	Art/Music	Math	Math	Math	Math	Art/Music	Art/Music	Elective 2/ AIS/Study Hall	Spanish/PE
10:00-10:30- Snack/Break AIS Monitor	10 04-10:49	Snack	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Spanish/PE	Elective 2/ AIS/Study Hall	Art/Music	Art/Music
10:30-11:15-	10 51-11:36	Math Meeting/ Input/ Centers	Math Meeting/ Input/ Centers	Math Meeting/ Input/ Centers	Math Meeting/ Input/ Centers	Science	Spanish/PE	Spanish/PE	Art/Music	Art/Music	Science	History	English	Math
11:15-12 30-	11:40-12:10 Lunch/ Outside	Centers (Social Studies)	Music	Art	Centers: Social Studies/Science Input and Link	PE	ELA: 45 min of rotation/writing per week to ensure AIS Push-In	ELA: 45 min of rotation/writing per week to ensure AIS Push-In	ELA: 45 min of rotation/writing per week to ensure AIS Push-In	ELA: 45 min of rotation/writing per week to ensure AIS Push-In	11:40-12:10: Lunch/ Outside	11:40-12:10: Lunch/ Outside	11:40-12:10: Lunch/ Outside	11:40-12:10: Lunch/ Outside
12:30-1:00- Lunch/ Outside Time/ AIS Monitor	12:12-12 57	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12 30-1 00- Lunch/ Outside Time	12 30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	English	Spanish/PE	History	Elective 2/ AIS/Study Hall
1 00-1:45	12 59-1:44	Art/Music In Class	PE	Music	Art	Social Studies/ History	Science	Science	Science	AIS High School Prep	History	Math	Spanish/PE	Science
1:45-2:30	1:46-2:29	PE Time In Class	Art	PE	Music	Math	Social Studies/ History	Social Studies/ History	Social Studies/ History	Social Studies/ History	Elective 2/ AIS/Study Hall	Science	Math	English
2 35-3:20	2:35-3:20	Dismissal 2:30: Support class for Kindergarten	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection
		3:25-3:45: School Meeting												
		Staff Meetings 3:45-4:15 one day per week												
											*20 hours of science lab required for HS			

Thurs		Kindergarten	1st. Grade	2nd. Grade	3rd. Grade	4th. Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
7:30-8:00- Breakfast														
8:00-8:05- Check-In														
8:05- 8 25 Morning Meeting		Morning Meeting/Phonics/ Calendar	Morning Meeting/Phonics / Calendar	Morning Meeting/Phonics/ Calendar	Morning Meeting/Phonics/ Calendar	Morning Meeting/Phonics/ Calendar	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:30-9:15-	8 30-9:15	Centers	ELA: Phonics/ Grammar/ Read Aloud	ELA: Phonics/ Grammar/ Read Aloud	ELA: Phonics/ Grammar/ Read Aloud	PE	Art/Music	Art/Music	Spanish/PE	Spanish/PE	Science	English	Elective/Study Hall/AIS	Math
9:15-10:00-	9:17-10 02	Centers	Centers: Social Studies/Science Input and Link	Centers: Social Studies/Science Input and Link	Centers: Social Studies/Science Input and Link	Art	Math	Math	Math	Math	Art/Music	Art/Music	Elective/Study Hall/AIS	Spanish/PE
10:00-10:30- Snack/Break	10 04-10:49	Snack	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Spanish/PE	Elective/Study Hall/AIS	Art/Music	Art/Music
10:30-11:15-	10 51-11 36	Math Meeting/ Input/ Centers	Math Meeting/ Input/ Centers	Math Meeting/ Input/ Centers	Math Meeting/ Input/ Centers	Music	Spanish/PE	Spanish/PE	Art/Music	Art/Music	Math	Elective/Study Hall/AIS	English	History
11:15-12:30-	11:40-12:10: Lunch/ Outside	Centers	Music	Art	PE	ELA: 60 min of rotation/writing per week to ensure AIS Push-In	ELA: 60 min of rotation/writing per week to ensure AIS Push-In	ELA: 60 min of rotation/writing per week to ensure AIS Push-In	ELA: 60 min of rotation/writing per week to ensure AIS Push-In	ELA: 60 min of rotation/writing per week to ensure AIS Push-In	11:40-12:10: Lunch/ Outside	11:40-12:10: Lunch/ Outside	11:40-12:10: Lunch/ Outside	11:40-12:10: Lunch/ Outside
12:30-1:00- Lunch/ Outside Time	12:12-12:57	12:30-1 00- Lunch/ Outside Time	12 30-1 00- Lunch/ Outside Time	12 30-1 00- Lunch/ Outside Time	12:30-1 00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1 00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12 30-1 00- Lunch/ Outside Time	12:30-1 00- Lunch/ Outside Time	History	Spanish/PE	Science	Elective/Study Hall/AIS
1:00-1:45	12 59-1:44	Art/Music In Class	PE	Music	Art	Social Studies/ History	Science	Science	Science	AIS High School Prep	English	History	Spanish/PE	Elective/Study Hall/AIS
1:45-2:30	1:46-2 29	PE Time In Class	Art	PE	Music	Math	Social Studies/ History	Social Studies/ History	Social Studies/ History	Social Studies/ History	Elective/Study Hall/AIS	Science	Math	English
2:35-3:20	2 35-3 20	Dismissal: 2:30	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	Elective/Study Hall/AIS	Math	History	Science
3:25-3:45: School Meeting	3 25-3:45: School Meeting													
*Intermediate ELA NOT a homeroom														
*Science can switch to COM Elective if block time is necessary														

		Kindergarten	1st. Grade	2nd. Grade	3rd. Grade	4th. Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
7:30-8 00- Breakfast														
8:00-8 05- Check-In														
8:05- 8:25 Morning Meeting		Morning Meeting/Phonics/ Calendar	Morning Meeting/Phonics/ Calendar	Morning Meeting/Phonics/ Calendar	Morning Meeting/Phonics/ Calendar	Morning Meeting/Phonics/ Calendar	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:30-9:15-	8:30-9:15	Centers	ELA: Phonics/ Grammar/ Read Aloud	ELA: Phonics/ Grammar/ Read Aloud	ELA: Phonics/ Grammar/ Read Aloud	PE	Art/Music	Art/Music	Spanish/PE	Spanish/PE	Math	English	Science	Sociology
9:15-10:00-	9:17-10:02	Centers	Centers: Social Studies/Science Input and Link	Centers: Social Studies/Science Input and Link	Centers: Social Studies/Science Input and Link	Art	Math	Math	Math	Math	Art/Music	Art/Music	PE	Sociology
10:00-10:30- Snack/Break	10:04-10:49	Snack	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Snack/ DEARTime	Sociology	PE	Art/Music	Art/Music
10:30-11:15-	10:51-11:36	Math Meeting/ Input/ Centers	Math Meeting/ Input/ Centers	Math Meeting/ Input/ Centers	Math Meeting/ Input/ Centers	Music	Spanish/PE	Spanish/PE	Art/Music	Art/Music	Sociology	History	English	Math
11:15-12 30-	11:40-12:10: Lunch/ Outside	Centers	Music	Art	PE	ELA: 60 min of rotation/writing per week to ensure AIS Push-In	ELA: 60 min of rotation/writing per week to ensure AIS Push-In	ELA: 60 min of rotation/writing per week to ensure AIS Push-In	ELA: 60 min of rotation/writing per week to ensure AIS Push-In	ELA: 60 min of rotation/writing per week to ensure AIS Push-In	11:40-12:10: Lunch/ Outside	11:40-12:10: Lunch/ Outside	11:40-12:10: Lunch/ Outside	11:40-12:10: Lunch/ Outside
12:30-1:00- Lunch/ Outside Time	12:12-12:57	12 30-1:00- Lunch/ Outside Time	12 30-1:00- Lunch/ Outside Time	12 30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1 00- Lunch/ Outside Time	12:30-1 00- Lunch/ Outside Time	12:30-1 00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	12:30-1:00- Lunch/ Outside Time	English	Sociology	History	Science
1:00-1:45	12:59-1:44	Art/Music In Class	PE	Music	Art	Social Studies/ History	Science	Science	Science	AIS High School Prep	History	Sociology	Math	PE
1:45-2 30	1:46-2 29	PE Time In Class	Art	PE	Music	Math	Social Studies/ History	Social Studies/ History	Social Studies/ History	Social Studies/ History	PE	Science	Sociology	English
2:30-3:15: School Programs Time	2:32:05-3:15	Dismissal 3:00	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	School Program Selection	Science	Math	Sociology	History
3:20 Dismissal	3:20 Dismissal													
*Intermediate ELA NOT a homeroom														
*Science can NOT switch to SOC Elective if block time is necessary														

Elem/Intermediate Times	HS Times	Grade 1 Sample	Grade 6 Sample	HS Math Sample: Upon HS Opening	HS Math Thurs.	HS Math Fri.
8:05- 8:25		Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:30-9:15-	8:30-9:15	ELA: Phonics/ Grammar/ Read Aloud	Prep	Grade 9 Math	Grade 12 Math	Grade 9 Math
9:15-10:00-	9:17-10:02	Centers: Social Studies/Science Input and Link	Math	Prep	Prep	Prep
10:00-10:30- Snack/DEAR	10:04-10:49	Snack/ DEARTime	Snack/ DEARTime	Prep	Prep	Prep/Lunch
10:30-11:15-	10:51-11:36	Math Meeting/ Input/ Centers	Prep	Grade 12 Math	Grade 9 Math	Grade 12 Math
11:15-12:30-	11:40-12:10 Lunch/ Outside	Alternate Monitoring HS Lunch	ELA: 45 min of rotation/writing per week to ensure AIS Push-In	11:40-12:10: Lunch	11:40-12:10: Lunch	11:40-12:10: Lunch Monitor
12:30-1:00- Lunch/ Outside Time/ AIS Monitor	12:12-12:57	12:30-1:00-Altnerating/Lunch/ Outside Time	12:30-1:00- Alternate/Lunch/ Outside Time	Grade 8 Math	Study Hall/ Math AIS Monitor	Grade 8 Math
1:00-1:45	12:59-1:44	Prep	Science	Grade 10 Math	Study Hall/ Math AIS Monitor	Grade 11 Math
1:45-2:30	1:46-2:29	Prep	Social Studies/ History	Grade 11 Math	Grade 11 Math	Prep/Coprep with History
2:35-3:20	2:35-3:20	School Program Selection	School Program Selection	School Program Selection	Grade 10 Math	Grade 10 Math

2023/24 Academic School Calendar

August 2023

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

19 days

October 2023

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

21 days

November 2023

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

18 days

December 2023

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

16 days

January 2024

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	HP	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

17 days

February 2024

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	H	17
18	19	20	21	22	23	24
25	26	27	28	29		

20 days

March 2024

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

16 days

April 2024

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	H	27
28	29	30				

22 days

May 2024

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

21 days

June 2024

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	HP	HP	19	20	21	22
23	24	25	26	27	28	29
30						

10 days

July 2024

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	H	27
28	29	30	31			

Total Days 180

Sep 4, 2023	Labor Day
Sep 5, 2023	First Day of School
Oct 9, 2023	Indigenous People's Day
Nov 10, 2023	Veterans Day
Nov 3, 2023	End of Quarter 1
Nov 21, 2023	Fall Festival
Nov 21, 2023	1. Munchies and Meeting (1:30pm-3:30pm)
Nov 22-Nov 24, 2023	Thanksgiving Break
Dec 19, 2024	Cocoa and Concert
Dec 22, 2024	Bring A Parent/Grandparent to School
Dec 25-Jan. 5, 2023	Winter Break

Jan 1, 2024	New Year's Day
Jan 12, 2024	Half Day/Professional Development
Jan 15, 2024	Martin Luther King Day
Feb 2, 2024	End of Quarter 2
Feb 7, 2024	Cultural Day
Feb 13, 2024	Hundredth Day of School
Feb 16, 2024	2. Munchies and Meeting (1:30-3:30pm
Feb 16, 2024	Career Day/Half Day for Students
Feb19, 2024	Presidents' Day
Mar 1, 2024	Family Dance Night (50's "Sockhop")
Mar 22, 2024	Talent Show
Mar 25-Mar 29, 2024	Spring Break
Apr 17, 2023	Spring Concert

April 26, 2024	Career Day
April 26, 2024	End of Quarter 3
April 26, 2024	Half Day for Students
April 26, 2024	3. Munchies and Meeting (1:30-3:30pm
Apr 29-May 3, 2024	Teacher Appreciation Week
May 1, 2024	Internal Science Fair (K-8)
May 23, 2024	Olean Academy Play
May 24, May 27, 2024	Memorial Day Observation
Jun 14, 2024	4. Last Day/End of Quarter 4
Jun 19, 2024	Juneteenth
Jun 24, 2024	First Day Of Summer Program
Jul 4, 2024	Independence Day

Key

	Professional Development
H	Half Day for Students
HP	Half Day/ Professional Development
	Holiday
	Event
	First/Last Day of School
	School Testing (Students please be present)
	First Day of Summer Program
	Teacher Appreciation Week

JASON T. EASTMAN

Department of Sociology
Coastal Carolina University
[redacted]

APPOINTMENTS

2020 to Present	Regional Economic Development Coordinator, *Southern Tier West Regional Planning & Development Board*
2019 to 2020	Senior Partnership Specialist, *United States Census Bureau*
2018 to Present	Executive Board, Franciscan Sisters of Allegany's *Canticle Community Farm*
2014 to 2021	*Pitt-Bradford Alumni Association* Board of Directors
2012 to 2016	Editor in Chief, *Sociology Sounds*
2012 to 2016	Co-Administrator, *Coastal Carolina University Social Justice Initiative*
2007 to Present	Professor of Sociology, *Coastal Carolina University*
2006 to 2007	Adjunct Instructor, *Buffalo State College* and *Niagara University*
2001 to 2006	Undergraduate Instructor and Teaching/Research Assistant, *The Florida State University*

EDUCATION

2007 Ph.D. in Sociology, *The Florida State University*

2004 M.S. in Sociology, *The Florida State University*

2000 B.A. in Human Relations, *University of Pittsburgh at Bradford*

RESEARCH

Peer Reviewed Publications

Forthcoming Danaher, William F. Kretschmer, Kelsy and Jason T. Eastman. "Songs of the Canadian Women's movement." Accepted to *Music and Arts in Action*.

2021 Eastman, Jason T. Review of "Live at Jackson Station: Music, Community, and Tragedy in a Southern Blues Bar." *Social Forces* 100.2: e11.

2020 Karash-Eastman, Jennifer and Jason T. Eastman. The Caribbean, in Gender and Identity Worldwide. Edited by Chuck Stewart. *ABC-CLIO Publishers*.

2019 Eastman, Jason T. and Terry F. Pettijohn II. Good Times and Endless Love: Billboard R&B/Hip Hop Songs of The Year Across Social And Economic Conditions. *Psychology of Popular Media Culture* 8.3: 243-250.

2017 Eastman, Jason T. Anti-Institutionalism and Political Rebellion. *Contexts* 16.2: 18-20.

2017 Eastman, Jason T. The Southern Rock Revival: The Old South in a New World. *Lexington Books* (*Rowman & Littlefield)*.

2016 Eastman, Jason T. Weedland. *Contemporary Sociology* 25.1:5 0-51.

2015 Eastman, Jason T. The Wild (White) Ones: Comparing Frames of White and Black Deviance. *Contemporary Justice Review* 18.2: 231-247.

2015 Eastman, Jason T. and Terry F. Pettijohn II. Gone Country: An Investigation of Billboard Country Songs of the Year across Social and Economic Conditions in the USA. *Psychology of Popular Media Culture* 4.2: 155-171.

2014 Eastman, Jason T. and Alana N. Iapalucci. Satan, Sinners and Salvation: Religion in Contemporary Southern Rock Music. *Rock Music Studies* 1.3: 231-250.

2014 Pettijohn II, Terry F. Glass, Jamie N. Bordino, Carly A. & Jason T. Eastman. Facial Feature Assessment of Popular U.S. Country Music Singers across Time and Social and Economic Conditions. *Current Psychology* 33:451–459.

2014 Eastman, Jason T. Code Talk: Solving the Puzzles of Qualitative Data Analysis. Pp. 50-51 in *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*, 2nd Edition. By Cathy Charmaz. Sage Publications.

2013 Eastman, Jason T. Danaher, William F. and Douglas P. Schrock. Gendering Truck Driving Songs: The Cultural Masculinization of an Occupation. *Sociological Spectrum* 33: 416–432.

2013 Eastman, Jason T. The Migration of Youth into United States Super-Cities. Pp. 143- 157 in *Youth and the Socio-Cultural Environment: Russia and the USA, A Cross-Cultural Analysis*. Moscow: Russian State Social University Publishing House.

2013 Eastman, Jason T. Exploring the Hegemonic Masculinity of Rolling Stones and Where They Came to Rest. Pp. 175-198 in *The Rolling Stones: Sociological Perspectives*. Edited by Helmut Staubmann. Lanham, MA: Lexington Books.

2013 Eastman, Jason T. Youth Migration, Stratification, and State Policy in Post-Soviet Russia. *Sociological Compass* 7.4: 294–302.

2012 Eastman, Jason. Our Major Depressive Disorder and The New Gilded Age. *#Occupy Thought*. Edited by Dylan E. Wittkower. Media Commons.

2012 Pettijohn, Terry F. Eastman, Jason T. and Keith G. Richard. And the Beat Goes On: Popular Billboard Songs Beats Per Minute and Key Signature Vary with Social and Economic Conditions. *Current Psychology* 31.3: 313-317.

2012 Eastman, Jason T. Rebel Manhood: The Hegemonic Masculinity of the Southern Rock Music Revival. *Journal of Contemporary Ethnography* 41.2: 189-219.

2012 Eastman, Jason T. Southern Masculinity in American Rock Music. Pp 271-286 in *Perspectives on Males and Singing*. Edited by Scott Harrison, Graham Welch and Adam Adler. Springer.

2010 Eastman, Jason T. Authenticating Identity Work: Country Music Saviors. *Studies in Symbolic Interaction* 35: 51-67.

2010 Eastman, Jason T. The Continuing Significance of Race, Class, and Gender in Presidential Politics. *Bridges* 4:1-12.

2008 Eastman, Jason T. and Douglas P. Schrock. Southern Rock Musicians' Construction of White Trash. *Race, Gender & Class* 15.1-2: 205-219.

In Progress

Jason T. Eastman and Kimberly LaMandola. Open Tables: The Importance of Nutrition Programs to Farmers Market Access for the Underpriveledged. Revise and Resubmit to *Journal of Agriculture, Food Systems and Community Development*.

Arrington, Hannah. and Jason T. Eastman. "You're Not under Arrest, but…" A Contextual Analysis of Interactions between the Public and Law Enforcement as Seen Through Live PD." Manuscript Under Development.

Eastman, Jason T. and Terry F. Pettijohn II. Gone Country: An Investigation of Billboard Country Number 1 Weekly Songs across Social and Economic Conditions in the USA. Manuscript Under Development.

Eastman, Jason T. Danaher, William F. and Douglas P. Schrock. Truck Driving Songs: The Cultural Perpetuation of Gender Inequities through the Work-Family Nexus. Manuscript Under Development.

Other Publications

2022 2021 Southern Tier Farmers Market Report. *New York Sustainable Agricultural Working Group.*

2021 2014 – 2016 Southern Tier Farmers Market Report. *New York Sustainable Agricultural Working Group.*

2015 Social Class, Parenting Styles, and Intergenerational Inequality. *Sociological Cinema* (December 23).

2015 The Nightly Show: Black Fatherhood. *Sociological Cinema* (March 3).

2014 The Broads Must Be Crazy. *Sociological Cinema* (May 25).

2014 So Long, Been Good To Know Yuh, Dusty Old Dust. *Sociology Sounds* (January 29).

2013 Masculinity and Emotion Management in Bedazzled. *Sociological Cinema* (December 28).

2013 Sun City by Artists United Against Apartheid. *Sociology Sounds* (December 11).

2013 Solidarity Forever. *Sociology Sounds* (September 2).

2013 Animating Sociology: Going Down to South Park. *Sociological Cinema* (September 2).

2013 We Shall Overcome. *Sociology Sounds* (August 28).

2013 "Latinos" are Not a Culturally Homogenous Group. Sociological Cinema (July 28).

2013 Mod Carousel Parodies Robin Thicke's Blurred Lines. *Sociology Sounds* (July 24).

2013 Kevin Kline Learns Masculinity from a Self-Help Tape. *Sociological Cinema* (May 13).

2013 The "Sissy Boy" Experiment. *Sociological Cinema* (April 27).

2013 Marijuana: A Short History of Changes in Law and Public Opinion. *Sociological Images* (April 20).

2013 Merry Go 'Round by Kacey Musgraves. *Sociology Sounds* (April 4).

2013 Are Markets a Good Measure of Economic Recovery? *Sociological Images* (March 15).

2013 Politics, Discourse, and the Real Taxes on the Rich and Poor. *Sociological Images* (February 15).

2013 Don’t Take Your Guns to Town by Steve Earle. *Sociology Sounds* (February 4).

2013 Measuring Income Mobility and the American Dream. *Sociological Cinema* (January 29).

2013 In the Ghetto by Elvis Presley. *Sociology Sounds* (January 8).

2013 Teaching Sociology with Music Videos. *Sociological Cinema* (January 8).

2012 How Much Do Americans Know About Politics? *Sociological Images* (October 12).

2012 Is Homosexuality A Choice? *Sociological Cinema* (September 27).

2012 Nature, Nurture and the Pro Athlete. *Sociological Images* (September 10).

Reposted on *Racialicious* (September 18).

2012 Hamsters, Depression, and Methodological Validity. *Sociological Cinema* (September 3).

2012 Rebel Manhood. Social Science Space. *Sage Publications* (August 27).

2012 Carlos Mencia on Whiteness. *Sociological Images* (August 8).

2012 When "Keeping It Real Goes Wrong." *The Sociological Cinema* (July 25).

2012 Southern Culture on The Skids. *The Society Pages* (July 25).

2012 Locating the Sacred In Modern Society. *The Sociological Cinema* (July 5).

2012 The Protestant Ethic in American Jesus by Bad Religion. *Sociology Sounds* (June 27).

2012 Donning the pink collar. *The Sociological Cinema* (June 11).

2012 Illustrating the Gender Pay Gap. *Sociological Images* (May 6).

2012 A Transvaginal Breach of the Social Contract. *The Sociological Cinema* (March 12).

2012 Distracted by "Linsanity:" Hidden Racism and the Model Minority Stereotype. *Sociological Images* (March 15).

2012 Newt Racism: The Racially Coded Language of Presidential Candidates. *Sociological Images* (January 23).

Reposted Code Speak and the New Racism. *The Sociological Cinema* (January 26).

2012 The Issue We Won't Hear Debated. *The State* (January 11).

2011 Class Prejudices in Stephen Colbert's Dumbocracy. *Sociological Images* (October 15).

2011 Saturday Night Live and the Double-Bind For Women In Politics. *Sociological Images* (September 3).

2010 A New Kind of Racism. *The State* (July 29): 7.

2005 Universal Sociological Law. *Footnotes* 34.3 (March): 11.

Presentations

2022 2021 Southern Tier West Farmers Market Report. *New York Sustainable Agriculture Working Group.* January.

2021 2014-2016 Southern Tier West Farmers Market Report. *New York Sustainable Agriculture Working Group.* April.

2020 2020 Census

- *Erie County Department of Aging*. Buffalo, NY: June.
- *Olean Public Library*. Olean, NY: March.

- *Chautauqua County Department of Aging*. Mayville, NY: March.
- *SUNY Fredonia American Democracy Project*. Fredonia, NY: February.
- *CS4 Care Continuum*. Corning, NY: February.
- *Friedsam Library Souper Monday*. St. Bonaventure, NY: February.
- *Chautauqua-Cattaraugus Library System*. Jamestown, NY: January.
- *Cattaraugus County Department of Aging*. Little Valley, NY: January.

2019 2020 Census

- *Rotary Club* of Olean, NY: December.
- *United Way of Southern Chautauqua* Interagency Roundtable. Jamestown, NY: November.
- *Cattaraugus County Association of Clerks.* Hinsdale, NY: September.
- *Southern Tier Library System Member Library Meeting.* Bath, NY: September.
- Chautauqua County *League of Women Voters*. Fredonia, NY: September.
- *Southern Tier Library System*. Corning Community College, NY: June.
- Chemung County Department of Social Services *Head Start Policy Committee*. Elmira, NY: August.
- NAACP Elmira-Corning Education Forum. Elmira, NY: August.
- Human Services Committee of *Chemung County*. Bath, NY: July.
- *Citizens Action Network of Southwestern New York*. Olean, NY: July.

2018 *Herbs@Home.* GOACC Home Show. Olean, NY: April.

2018 With Terry F. Pettijohn. *Good Times & Endless Love: Billboard R&B/Hip Hop Songs of the Year across Social and Economic Conditions.* The 81st Annual Meeting of the *Southern Sociological Society.* New Orleans, LA; March.

2017 Farmer's Market Family Day. *Rural Enterprise Association of Proprietors*. Olean, NY; July.

2017 With William F Danaher and Kelsy Kretschmer. Songs in the Canadian Women's Movement: A Comparison across Three Sub-groups. The 80th Annual Meeting of the *Southern Sociological Society*. Greenville, SC; March.

2016 The American Taboo: Comparing American Capitalism and Socialism. Panel Discussion at *CCU Celebration of Inquiry*. Conway, SC: April.

2016 Indie Market on Laurel. *CREATE Conway, Coastal Carolina University and the City of Conway*. Conway, SC: April.

2016 "Leading By Example?" A Viewing and Discussion of the Documentary Miss. Representation. *WGST Women's History Month Celebration*. Conway, SC: March.

2016 So You Want to Teach? What to Expect at a Teaching Focused Institution. Panel Discussion at The 79th Annual Meeting of the *Southern Sociological Society*. Atlanta, GA: March.

2016 Workplace Culture. University of Pittsburgh at Bradford's *Backpack to Briefcase*. Bradford, PA: January.

2015 Folk Music Songwriting Workshop. *Social Justice Research Initiative (SJRI) Workshop*. Cherry Grove, SC: May.

2015 With William Danaher. Trucking Music as a Gendered Genre. The 78th Annual Meeting of the *Southern Sociological Society*. New Orleans, LA: March.

2015 Planning for Graduate or Professional School. University of Pittsburgh at Bradford's *Backpack to Briefcase*. Bradford, PA: January.

2014 Woody Guthrie's Dust Bowl Blues. Coastal Carolina University Library's *Dust, Drought and Dreams Gone Dry*. Conway, SC: October.

2014 The Past, Present and Future of the Culture of Poverty Thesis. *Jackson Center Conference: Thinking about Poverty in Horry County*. Conway, SC: April.

2014 With William Danaher. Songs of Poverty*. Jackson Center Conference: Thinking about Poverty in Horry County.* Conway, SC: April.

2014 Heritage or Nostalgia? The Southern Rock Revival as a Traditionalist Genre. The 77th Annual Meeting of the *Southern Sociological Society*. Charlotte, NC: April.

2013 The Impacts of Student Retention on Faculty. *American Association of University Professors*. Conway, SC: October.

2013 Music in Movement Building and Songwriting Workshop. *Social Justice Research Initiative (SJRI) Fall Workshops*. Conway, SC: November.

2013 With Terry F. Pettijohn. Facial Feature Assessment of Popular U.S. Country Music Singers Across Time and Social and Economic Conditions. 25th Annual Convention *Association for Psychological Science.* Washington, DC: May.

2013 Our Major Depressive Disorder and The New Gilded Age. The 76th Annual Meeting of the *Southern Sociological Society*. Atlanta, GA: April.

2013 Exploring the Hegemonic Masculinity of Rolling Stones and Where They Came to Rest. The 76th Annual Meeting of the *Southern Sociological Society*. Atlanta, GA: April.

2013 Truck Driving in Culture. *College of Science One Talk, One Time*. Conway, SC: April 3.

2013 With Douglas Schrock. Truck Drivin' Men. Annual Conference of *The International Association for the Study of Popular Music*. Austin, TX: February.

2012 The Hegemonic Masculinity of Rolling Stones and Where They Came to Rest. *The Rolling Stones; Sociological Perspectives*. Harvard University, MA: November.

2012 With William Danaher. Iconic Masculinity in Truck Driving Music. *The Tenth Celebration of Inquiry*. Conway, SC: March.

2012 Trends in Billboard Songs of the Year According to Economic Conditions. The 75th Annual Meeting of the *Southern Sociological Society*. New Orleans, LA: March.

2011 The New Gilded Age. *Ten Hour Tent Teach In @ #OccupyCharleston*. Charleston, SC: October.

2011 Internet Posters' Perceptions of Black and White Motorcyclists. The 74th Annual Meeting of the *Southern Sociological Society*. Jacksonville, FL: April.

2011 New Racism in the Old South. The *Jackson Family Center for Ethics and Values* Tea & Ethics. Myrtle Beach, SC: February.

2010 Masculine Identity and the Researching of Working Class Men. Mining Division of the *National Institute of Occupational Safety & Health*. Pittsburgh, PA: September.

2010 With William Danaher and Douglas Schrock. Truck Driving Music and Manhood. *Society for the Study of Symbolic Interaction* Annual Meeting. Atlanta, GA: August.

2010 With William Danaher and Douglas Schrock. Truck Driving Men. The 73rd Annual Meeting of the *Southern Sociological Society*. Atlanta, GA: May.

2010 With William Danaher. The Modern Folklore of the American Trucker. The 2010 *Celebration of Inquiry*. Conway, SC: February.

2009 Capitalism: A Contradiction? The *Jackson Family Center for Ethics and Values* Java Jabbers. Conway, SC: October.

2009 Modern Identity: The Search for the Meaning of Self in a Meaningless World. 8th Annual Conference *International Social Theory Consortium*. Knoxville, TN: May.

2009 Rebel Manhood: Protest Masculinity in Southern Rock Music. The 72nd Annual Meeting of the *Southern Sociological Society*. New Orleans, LA: April.

2009 Satan, Sinners, and Salvation in Contemporary South Rock Music. The 2009 *Celebration of Inquiry*. Conway, SC: February.

2008 With Douglas Schrock. Southern Rockers' Construction of White Trash. The 103rd Annual Meeting of the *American Sociological Association*. Boston, MA: August.

2006 Honky-Tonk Night-Time Men. *Society for the Study of Symbolic Interaction* Annual Meeting. Montreal, QC: August.

2006 The Southern Rock Revival. The 7th Annual *Ethnographic Dreamworlds*: An Interdisciplinary Conference on Reportage and Everyday Life. Buffalo, NY: April.

TEACHING

Published Teaching Exercises

2013 Eastman, Jason T. South Park & Teaching Sociology: 4 Episode-Based Exercises. *Sociological Cinema* (September).

- Theories of Inequality in South Park's *Chicken Pox*
- Agents of Socialization in South Park's *Hooked on Monkey Phonics*
- Theories of Self in South Park's *Fishsticks*
- Reification in South Park's *Margaritaville*

2011 Eastman, Jason T. Cartoon Sociology; Core Concepts in King of the Hill. Teaching Resources and Innovations Library for Sociology. *American Sociological Association Press.*

2006 Eastman, Jason T. Max Weber's Authority, Power and Politics, Pp. 155-157 in *Innovative Techniques for Teaching Sociological Concepts*, 4th Ed. New York: American Sociological Association Press.

Reprinted in Teaching Resources and Innovations Library for Sociology. 2010. American Sociological Association Press.

Teaching Experience

Senior Thesis Seminar	Demography	Collective Action
Qualitative Research	Individual & Society	Social Psychology of Groups
Sociological Theory	Diversity	Race & Ethnicity
Introduction to Sociology	Gender & Society	Social Statistics
Social Inequality	Cartoon Sociology	Research Methods
Social Movements	Class and Power	

Public Sociology

2020 Liu, Michelle. "Black bikers see racism in Myrtle Beach, SC, traffic plan." *Associated Press* (December 9).

2020 Legacy Hannah. "U.S. Census Bureau Official Speaks at Olean Public Library." *Tap Into Greater Olean* (March 5).

2020 "Greater Olean Area Chamber of Commerce Announces Olean Complete Count Coloring Contest." *Tap Into Greater Olean* (February 1).

2019 Phillips, Dennis. “City Officials Prepare for Census Count.” *The Post-Journal* (December 19).

2019 D’Agostino, John. “Can’t Count of Full Census Participation.” *Observer* (September 20).

2019 Levine, Steve. “Songs to sing in a truck.” *Axios* (July 11).

2019 Wagner, Cindy. “What to know about the 2020 Census.” *Olean Times Herald* (July 14).

2019 Williams, Frank. “U. S. Census Official to Speak in Olean.” *WESN News Radio* (July 11).

2019 Dinki, Tom. “Census specialist to talk in Olean Saturday.” *Olean Times Herald* (July 10).

2015 Gordon, Taylor. “The one key difference between two bike rallies draws drastically different reactions, underscoring the ugliness of racial bias.” *Atlanta Blackstar* (June 5).

2015 Demby, Gene. “2 biker rallies: One white, one black — One 'badass,' the other, just 'bad.'” *National Public Radio* (May 22).

2015 Martínez-Beltrán, Sergio. “Support growing for weed legalization in Michigan.” *The State News* (January 29).

2015 Sean O'Neal. “Study says we prefer singers who look like big babies during good times.” *A.V. Club* (January 12).

2015 Todd, Carolyn. “We prefer mature-looking singers in hard economic times, study says.” Entertainment Weekly (January 12).

2015 Pinsker, Joe. “Baby-Faced Celebrities Are More Popular When the Economy's Strong.” *The Atlantic* (January 12).

2014 Pettijohn, Terry. “What’s your musical fit?” *Progression* (Spring).

2014 Global Staff. “Tough times, a brighter twang.” *Boston Globe* (April 27).

2014 Study: Country Gets Happier When Times Get Hard. *Saving Country Music* (April 18).

2014 Matthews, Dylan. “Country music is happy in bad times, sad in good times.” *Vox* (April 18).

2014 Cowen, Tyler. “Is country music a countercyclical asset?” *Marginal Revolution* (April 17).

2014 Jacobs, Tom. “When Things Look Dark, Country Music Gets Sunnier.” *Pacific Standard* (April 16).

2013 Eaton, Lorraine. “"Why Bacon? Why Now?" ODU Philosophy Prof Asks.” *The Virginian-Pilot* (October 3).

2013 Dobson, Roger and Katy Corr. “Top Of the Pops or Down In the Dumps? How Music Matches The National Mood.” *The Independent* (January 23).

2012 Lee Lin, Helen. "Pop Music Study Shows Shift Toward Minor Key Melodies Since 1960." *Huffington Post* (November 14).

2012 Lee Lin, Helen. "Pop Music Became More Moody in Past 50 Years: Number Crunching Decades of Top 40 Music for Psychological Insight." *Scientific American* (November 13).

2012 Holden, Dan. "Give Jurors Facts on Eyewitness Testimony." *The Sun News* (July 27).

2012 "Rebel Manhood: The Hegemonic Masculinity of the Southern Rock Music Revival." *Sage Journals* (April 2012).

2012 Sharp, Gwen. "Racial Stereotype and Perceptions of Competence." *Sociological Images* (January 30).

2012 Hartman, Doug. "A Racial Decoder Ring." *The Society Page: The Editors' Desk* (January 25).

2011 Wilkes, Mande. "The Occupy and Tea Party Movements." *On the Spot: News Channel 13* (October 23).

2011 Hettiger, Laura. 2011. "Education the Focus on Day 2 Of Occupy Charleston." *WCBD Charleston News Channel 2* (October 21).

2011 Bailey, Issac. "Drug Dealer Says He Wants Out, But Unsure Of Options." *The Sun News* (May 19).

2011 Jackson, Brie. "Census Numbers Show More Blacks Moving To Southern States." *SC NOW/News Channel* 13 (April 01).

2011 Grove, Jennifer. "MLK's Dream Not Quite Reality despite Strong Strides in SC." *WMBF News* (January 17).

2010 Lambert, Evan. "Reaction to Haley-Sheehan Debate." *WMBF News* (October 25).

2010 Martinez, Lopez. "The One Nation Rally." *The Power Hour: WIOC 1230 AM* (October 6).

2010 Martinez, Lopez. "Social Redefinition of the 1st Amendment." *The Power Hour: WIOC 1230 AM* (August 31).

2010 Martinez, Lopez. "Affording College." *The Power Hour: WIOC 1230 AM* (August 12).

2010 Martinez, Lopez. "Immigration and Racism." *The Power Hour: WIOC 1230 AM* (August 3).

2010 Khan, Aisha. "Voters React to Democratic Candidates for Governor Debate in Conway." *WBTW News 13* (June 13).

2010 Gaston, Elaine. "Whatever Happened to …? From Phone Booths to Physical Media, More Everyday Items Becoming Obsolete." *The Sun News* (April 25): E1.

2009 "Show #380." *Coastal Today: An Inside Look at Costal Carolina University* (October 19).

2009 Jones, Steve. "Redneck: Grand Strand Residents Look beyond Stereotypes to Define Term." *The Sun News* 1A (July 20).

2009 "Three Research Projects are a Charm for Jason Eastman." *Seaside Science* 1.1.

2008 Lowry, Chandi. "Decision 2008." *WMBF News* (November 6).

2008 "Jason Eastman - Class of '00." *Portraits*. University of Pittsburgh at Bradford Alumni Profiles.

HONORS, AWARDS & GRANTS

2019 – 2020 Academic Reassignment

2014 Student-Athlete Faculty Member of the Year

Fall 2014 Academic Reassignment

Mentor of the 2nd place winner of the 2011 CCU *Undergraduate Research Competition*

2010 Academic Enhancement Grant ($4,500)

2009 Certificate of Recognition of the *Campus Democrats* Voter Registration and Canvassing Efforts from the *Horry County Democratic Party*

2006 Florida State Office of Research Studies Dissertation Research Grant ($500)

2003 ~ 2004 *Allen/Klar Award* for best graduate research paper

Alpha Kappa Delta Honor Society

Phi Gamma Mu Honors Society

UNIVERSITY AND COMMUNITY INVOLVEMENT

2022 Reviewer, *Journal of Positive Psychology*

2021 Data Analyst and Grant Writer, *Allegany River Skate Park*

2021 Reviewer, *Journal of Contemporary Ethnography, Europe-Asia Studies, Societies*

2021 Volunteer Musician, *Wreaths Across America*. Cuba, NY: October.

2021 Green Street Community Garden Workday Coordinator, *Rural Revitalization Corporation*

2020 Reviewer, *Sustainability, Social Currents, Journal of Contemporary Ethnography, Europe-Asia Studies*

2019 Volunteer Musician. Farm to Table. *11th Annual Canticle Farm Heavenly Harvest*. Allegany, NY: September.

2019 Volunteer Musician and Sound Engineer, *Urban Biosphere* Inaugural River Clean Up And Ducky Derby. Olean, NY: July.

2019	Volunteer Musician, *Green Street Community Garden* Festival and Flea Market. Olean, NY: June.
2019	Volunteer Musician and Sound Engineer, *Allegany River Skate Park* Benefit. Allegany, NY: June.
2019	Organizer, Musician and Sound Engineer, *Canticle Farm Earth Day Celebration*. Allegany, NY: April.
2019	Reviewer, *Sociology Inquiry, Journal of Contemporary Ethnography*
2018	Reviewer, *University of California Press, Oxford University Press, Social Problems, Sociological Forum*
2017	Volunteer Musician and Sound Engineer. Farm to Table. *10th Annual Canticle Farm Heavenly Harvest*. Allegany, NY: September.
2017	Reviewer, *Contemporary Journal of Ethnography, Gender & Society, University of Georgia Press, Gender, Place and Culture, Routledge*
2017	*Johnny Cash Bash benefit for SOS Children's Villages*. Surfside Beach, SC; February.
2016 to 2021	Volunteer Chef, *The Warming House*
2016 to 2018	Farmer, Franciscan Sisters of Allegany's *Canticle Community Farm*
2016	Reviewer, *Oxford University Press, religions, Gender & Education,* and *The Contemporary Journal of Ethnography*
2016	Volunteer Musician. Farm to Table. *9th Annual Canticle Farm Heavenly Harvest.* Allegany, NY: September.
2016	Test Bank Author, *Sage Publications*
2015 to 2016	Data Analysis, *New Directions* Homeless Coalition
2015 to 2018	*Committee on Sociology in Community and Small Colleges*, Southern Sociological Society
2015 to Present	Library Liaison, *CCU Department of Sociology*
2015 to Present	Webmaster, *CCU Department of Sociology*
2015 to 2016	CCU Sociology *Associate Professor Search Committee*
2015 to Present	Departmental *Promotion and Tenure Committee*
2015	Reviewer, *Sage Publications*, *University of California Press*, *Social Psychology Quarterly* and *The Contemporary Journal of Ethnography*
2015	CCU *Promotion & Tenure Committee*
2014 to Present	*Pitt-Bradford Alumni Association* Board of Directors, *Strategic Planning* and *Career Services* Committees
2014 to 2015	CCU Sociology *Associate Professor Search Committee*

2014	Teaching Exercise Developer, *MacMillan Publishers*
2014	Senator, CCU *Faculty Senate*
2014	CCU Psychology & Sociology *Lecturer Search Committee*
2014	Reviewer, *Journal of Music and Dance*, *MacMillan Publishers*, *Social Psychology Quarterly, Sociology Mind* and *Worth Publishers*
2013 to 2015	Departmental *Promotion and Tenure Committee*
2013 to 2016	Faculty Associate, *Women's Track & Cross Country*
2013	Departmental Faculty Representative, *CCU Athletic Recruitment*
2013	Reviewer, *Gender & Society, Social Problems, Pearson Publications, Wiley-Blackwell* and *Taylor & Francis*
2013	CCU Psychology & Sociology *Associate Professor Search Committee*
2012 to 2016	Editor in Chief, *Sociology Sounds*
2012 to 2016	Associate, *CCU Center for Archaeology and Anthropology*
2012 to 2013	Expert Witness, *Mikyung P. Kwon vs. University of Vermont and State Agricultural College*
2012	Reviewer, *Contexts*, *Journal of Contemporary Ethnography*, *British Journal of Education, Society & Behavioural Science, Social Movement Studies, Men & Masculinities, Sociological Inquiry* and *Symbolic Interaction*
2012	Program Committee, *Southern Sociology Society*
2012	College Liaisons Committee, *Celebration of Inquiry*
2011 to 2013	Committee Member, *College of Science* Assessment
2011	Research Partner, *From Farm to Table*
2011	Reviewer, Graduate Student Paper Competition for the C*ollective Action and Social Change Division* of the *Society for the Study of Social Problems*
2010 to 2013	Co-Advisor, CCU *Sociology Club*
2009 to 2012	Advisory Board, *Women's & Gender Studies*
2009 to 2010	Committee Member, *Center of Effective Teaching & Learning*
2009	Volunteer, *Visions of Horror Haunted Swamp* and *Winter Wonderland*
2008 to 2014	Faculty Advisor, *Campus Democrats*
2007 to Present	Chapter Advisor, *Alpha Kappa Delta* Honor Society
2007 to 2011	Senator, CCU *Faculty Senate*
2007 to 2009	Volunteer and Foster Caretaker, *Sacred Vision Animal Sanctuary*
2009	Reviewer, *Sage Publications*
2008 to 2009	CCU Psychology & Sociology *Associate Professor Search Committee*
2008	Presidential Primary Survey Volunteer, *Grand Strand Business Association*

2008	Community Concierge, *Myrtle Beach Presidential Primary*
2007 to 2008	CCU Psychology & Sociology *Associate Professor Search Committee*
2007	Reviewer, *Race, Gender & Class*
2005	Selection Committee, *Allen/Klar Award*
2004	Web Developer and Data Analyst, *Health Strategies, Inc*.
2004	Webmaster, FSU *Sociology Graduate Student Union*
2004	Student Representative, FSU *Sociology Department Policy Committee*
2003	Conference Organizer, *Globalization and the Sedimentation of the Cold War*
2003	Staff Writer, *The FSView*
2000 to 2002	Staff, *Protect Our Parents Campaign*
1999 to 2000	President, *Anthropology Club* at the *University of Pittsburgh* at Bradford
1999 to 2000	Representative, University of Pittsburgh at Bradford *Student Government Association*
1999 to 2000	Member, *Athletic Committee* at the *University of Pittsburgh* at Bradford
1999	Secretary, *Bradford Skatepark Association*

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Jason T. Eastman

Proposed Charter School Name: Olean Academy

[redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   [X] Résumé Attached

   [X] Copy of Diploma, Transcript or Supporting Documentation Attached
   [ ] If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   My daughter's tutor introduced me to this wonderful opportunity.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   [X] I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   [X] I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Jason T. Eastman

[redacted]

08/13/2022

Date

I earned my doctorate in Social Justice and Sociology and then took a tenure track position at Coastal Carolina University where I rose through the ranks to full professor, teaching and researching throughout my career. Recently my research trajectory turned towards food systems research, building upon my work as board member at Canticle Farm and a position as an Economic Development Specialists at Souther Tier West Regional Planning and Development Board. I was involved heavily with the development of Olean Academy's Sociology of Food and Agriculture course. I am also a parent who, if I need to relocate back to the area, hopes to send my daughter to this new school.

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   [X] I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   [X] This does not apply to me. [ ] Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

    [X] This does not apply to me. [ ] Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    _____

    _____

12. Please explain why you wish to serve on the board.

    I am a passionate educator of all children, but especially my daughter.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

    [ ] This does not apply to me. [X] Yes. (Include description here):

    I currently sever on the board of Canticle Farm who is affiliated with Olean Academy. I also applied to serve on the board of The New York State Agricultural Working Group which helps study and coordinate the regional food system.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☐ I / we do not know any such persons. ☒ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

The Olean area is small so I have professional relationships with most educators in the are

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would approach the president of the board to investigate and address the issue.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

I am a strong advocate of, and long practitioner of experiential learning.

24. Please explain your understanding of the educational program of the charter school.

I helped develop these programs thus I understand them completely.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A charter school should be firmly embedded in the local community and applaud the steps Olean Academy has taken to establish these relationships.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Jason T. Eastman (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

[redacted]

8/13/2022
Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS Member

Name: ___Penny Dowell Norris_____

Proposed Charter School Name: _Olean Academy Charter School_____

[redacted]

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   XRésumé Attached

   X Copy of Diploma, Transcript or Supporting Documentation Attached If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I was aware because I had contacted the group because I believed in the project and I wanted to join efforts with them.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

   X I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   X I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have spent my career in finance and management positions. I hold a bachelor degree in Business Administration and I am currently enrolled at St. Bonaventure University seeking my Masters in Business Administration. I will have my MBA completed in the spring of 2023.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I have assisted in preparing and reviewing non academic portions of the application; specifically- non academic operations, financial management, and budget and cash flow.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

I am a dedicated professional that believes in the mission of this school and I support all efforts in starting this school.

Penny Dowell Norris

Printed Name

[redacted]

8/25/2022

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

X I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

XThis does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

XThis does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

In this stage of the process I will be a Trustee of the board.

12. Please explain why you wish to serve on the board.

I wish to serve on the board because I feel that it would be a great opportunity to work with other members to develop a school that is focused on STEM learning, which as a parent of a school aged child I feel is a much needed alternative in this area.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

X This does not apply to me. Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. **X** Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

I am previously acquainted with Shannon McIntyre and Evelyn Cruz.

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

X I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

X No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.
X Not applicable because the School does not/will not contract with a management company or charter management organization.
I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Yes.
X Not applicable because the School will not contract with a management company or charter management organization.
I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

Yes.
X Not applicable because the School will not contract with a management company or charter management organization.
I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

X None Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would bring the issue to the attention of either the president (provided the president is not involved) or the proper investigation committee of the board. - In which such a committee will be developed in the future.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

X This does not apply to me, my spouse or other family members.
Yes.

Educational Philosophy -Proposed Board of Trustees Only

23.Please explain your understanding of the charter school's mission and/or philosophy.

It is my understanding that the mission and philosophy of the charter school will be to provide a value based education through STEM learning where there is a focus on student accountability and community involvement fostered in an environment of respect and empathy that will promote and nourish the success of all students.

24.Please explain your understanding of the educational program of the charter school.

The educational program will be STEM based utilizing a hands on learning approach. Focusing on developing higher level thinking skills by connecting classroom learning to the real world. Emphasizing collaboration, communication, research, problem solving, critical thinking, and creativity.

25.Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

In order to be a successful charter school I believe that the characteristics needed are; a strong focus on the school mission, maintaining a clearly defined educational plan, encouraging parent involvement, having built in operation systems with informed leadership, and the ability to recruit and retain employees that believe in the mission and values of the school.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, _____Penny Dowell Norris_____(name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

[redacted]

8/25/2022

BYLAWS OF OLEAN ACADEMY CHARTER SCHOOL

ARTICLE I : NAME

The name of the Corporation is ***Olean Academy Charter School*** (hereinafter the "Corporation").

ARTICLE II: MEMBERSHIP AND CODE OF ETHICS

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

Each member of the Board will:

a. Hold the educational welfare of the students of Olean Academy Charter School as their primary concern in all decisions and strive to meet the needs of all students.

b. Attend and participate in all meetings, devoting the appropriate amount of time and thought to issues brought to the board to facilitate effective and credible decisions.

c. Protect, advance, and promote the interest of all Olean Academy Charter School community members by maintaining independent judgment unbiased by private or special interest groups.

d. Uphold the noted procedures within the bylaws of the governing board and promote and maintain good relations with fellow members through respectful debate and fair conduct at all times.

e. Recognize that the Board acts as a single entity and that authority rests with consensus of the Board during meetings, not with the action of individual members.

f. Render sound decisions only after discussing all aspects of the issues at hand with my fellow Board members and those who are assembled in meetings.

g. Keep all matters confidential pertaining to Olean Academy Charter School which, if disclosed, would needlessly defame or injure any individual(s) or the institution..

h. Support the efforts of and protect Olean Academy Charter School personnel in the proper performance of their duties.

ARTICLE III : BOARD OF TRUSTEES

A.<u>Powers</u>

1. General Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of the Education Law*,* Not-For-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

2. Specific Powers. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

(a) To elect and remove Trustees, subject to Article Paragraphs C. and D. below*;*

(b) To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;

(c) To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;

*(*d) To enter into contracts, leases and other agreements which are, in the Board's

judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;

(e) To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the Corporation may engage;

(f) To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

(g) To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

(h) To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities; and

(i) To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non interest bearing, or secured or unsecured; and

(j) To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-For-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the Corporation shall be not fewer than five (5) nor more than eleven (11). The number of Trustees elected at the most recent election of Trustees shall constitute the exact number of Trustees, unless otherwise fixed by Board resolution or amendment of these Bylaws, and so long as such number is within the limits provided herein.

C. Election of Trustees.

Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. The State University Board of Trustees has the right to reject the election of any ne*w* Trustee.

Eligibility. The Board may elect as a Trustee any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively. One position shall be held for the nominee appointed by St. Bonaventure University. One position shall be held for the nominee appointed by Canticle Farms. One position shall be held for the nominee appointed by Boundless Connections. One position shall be held for the nominee appointed by Ellicott Greens.

Interested Persons. Not more than thirty-three percent (33%) of the Trustees may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any person who, within the last 1 years, has actively participated in connection with a school board in or surrounding the Olean School District (3) a parent of a current student; or (4)any sister, brother, ancestor, descendant, spouse, sister in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

Term of Office

(a) The Trustees shall be divided into three (3) classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

(b) The term of each Trustee shall continue for three (3) years except the term of any Trustee who is elected as a parent of a child enrolled in the Corporation shall be one (1) year.

(C) The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired. term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the authorized number of Trustees.

(d) A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from the amendment of the Corporation's Charter or Bylaws or from any other Board action. .

*(*e) A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Corporation's Charter or Bylaws or by any other Board action.

Time of Elections. The Board shall elect Trustees at the annual meeting for that year, and may elect additional or successor Trustees at a regular meeting designated for that purpose, or at a special meeting called for that purpose.

D. Removal of Trustees, The Board may remove a Trustee in accordance with the provisions of the Education Law and the Not-For-Profit Corporation Law.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the President or the Secretary. The resignation is effective upon receipt of, or at any later date specified in the notice. The acceptance of a resignation by the President or the Secretary shall not be necessary to make the resignation effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any Trustee shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory by the Board, he or she shall be deemed to have resigned, and the vacancy shall be filled.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting the Corporation's business.

ARTICLE IV : PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address:

Olean Academy Charter School

TBD

or at any such other place as the Board may select by resolution or amendment of these Bylaws. The Secretary shall note any change in principal office on the copy of these Bylaws maintained by the Secretary.

ARTICLE V : MEETINGS OF THE BOARD

A. Place of Meetings. Meetings of the Board shall be held at the Corporation's principal office

or at any such other reasonably convenient place as the Board may designate.

B. Annual Meetings. An annual meeting of the Board shall be held in the month of December of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. Regular meetings of the Board shall be held bi monthly throughout the year and at other times as the Board determines.

D. Special Meetings. A special meeting of the Board may be called at any time by the President, or in his or her absence by the senior Trustee on written request of three (3) Trustees, or by any Trustee upon written demand of not less than one-fifth *(1/*5) of the entire Board. Seniority shall be according to the order in which the Trustees are named in the charter or subsequently elected.

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

F. Notices. Notice of the time and place of *e*very meeting of the Board shall be mailed not less than five (5) nor more than ten (10) days before the meeting to the usual address of every Trustee, except as provided in Article V, Paragraph G below. Notices will be deemed given when deposited in the United States mail, addressed to the Trustee at the address showing for the Trustee in the Corporation's records, first class postage pre-paid; when personally delivered in writing to the Trustee; or when faxed, e-mailed, or communicated orally, in person or via telephone, to the Trustee. Public notice of Board meetings shall be consistent with Article 7 of the Public Officers Law (Open Meetings Law*)*.

G. Waiver of Notice. Notice of a meeting of the Board need not be given to any Trustee who submits a waiver of notice before or after such meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to such Trustee. The waiver of notice may be written or electronic. If written, the *w*aiv*e*r must be executed by the applicable Trustee by any reasonable means, including but not limited to facsimile signature. If electronic, the transmission of the waiv*e*r must be sent by electronic mail and must contain or be accompanied by information reasonably showing that the transmission was authorized by the Trustee. A *w*aiver of notice may provide for notice of a meeting of the Board via alternate means, including, but not limited to four (4) days' notice of the meeting via first-class mail or tw*o (*2) days' notice of the meeting via telephone, e-mail, facsimile or personal delivery. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting. This provision shall not permit waiver of the public notice provisions contained in Article 7 of the Public Officers La*w*.

ARTICLE VI : ACTION BY THE BOARD

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

B. Action by the Board.

1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the

vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present, in person or via videoconferencing in accordance with Article *7* of the Public Officers Law, to lawfully conduct a Board meeting. If videoconferencing is used to conduct a meeting, the public notice for the meeting shall inform the public that videoconferencing will be used, identify the locations for the meeting, including the videoconferencing site, and state that the public has the right to attend the meeting at any of the locations. Once a quorum is present, additional Trustees may participate in a Board meeting through the use of conference telephone or similar communication equipment to the extent permitted by Article 7 of the Public Officer's Law, so long as all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience.

C. Committees

1. Appointment of Committees of the Board. The Board, by the action of a majority of the entire Board, may designate from among the Trustees an executive committee and other committees of the Board, each consisting of three (3) or more Trustees, except that an executive committee shall consist of not fewer than five (5) Trustees.

2. Authority of Committees of the Board. The Board may delegate to a committee of the Board any of the authority of the Board, except with respect to:

(a) The election of Trustees;

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

The fixing of Trustee compensation for serving on the Board or on any committee;

(d) The amendment or repeal of these Bylaws or the adoption of

new Bylaws; and

e) The creation of these committees, or the members of such

committees.

3. Procedures of Committees of the Board. The Board may prescribe the manner in which the proceedings of any committee are to be conducted. In the absence of such prescription, a committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the committee shall be governed by the provisions of these Bylaws with respect to the calling of meetings, including compliance with the Public Officers Law.

D. Standard of Care.

Performance of Duties. All Trustees and Officers shall perform their respective duties, including duties as a member of any committee of the Board upon which such individual may serve, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

Reliance on Others. In performing the duties of a Trustee or Officer, Trustees and Officers shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a) One (1) or more Officers or employees of the Corporation whom the Trustee or Officer believes to be reliable and competent in the matters presented;

(b) Legal counsel, public accountants or other persons as to matters that the Trustee or Officer believes are within that person's professional or

expert competence; or

(c) A committee of the Board, duly designated in accordance with a provision of the

Corporation's Charter or Bylaws, upon which the Trustee or Officer does not serve, as to matters within its designated authority, provided the Trustee or Officer believes the committee merits confidence; so long as in any such case, the Trustee or Officer, as the case may be, acts in good faith, and with the degree of care specified in Article *V*I, Paragraph (D)(1) above, after reasonable inquiry when the need therefore is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Article VI, Paragraph (D)(1) and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any committee of which such Trustee is a member, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a Related Party Transaction; (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions and deliberations which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII : OFFICERS

A. Officers. The Officers of the Corporation (the "Officers") shall consist of a President, Vice President, a Secretary and a Treasurer. The Corporation also may have such other Officers as the Board deems advisable.

1. President. Subject to Board control, the President has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe.

2. Vice President. If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with

amendments; (c) give or cause to be given notice of the Board and committee meetings as required by these Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other

valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the annual meeting of the Board, a regular meeting of the Board designated for that purpose, or at a special meeting of the Board called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. An Officer may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the President.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove or suspend any Officer, with cause, at any time by vote of a majority of the entire Board, on due proof of the truth of a written complaint by any Trustee of misconduct, incapacity or neglect of duty; provided, at least one week's prior notice of the proposed action shall have been given to the accused and to each Trustee. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII : LIABILITY AND INDEMNIFICATION

A. Indemnification of Corporate Agents. The Corporation may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-For-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that such person or such person's testator or intestate was a Trustee, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees, upon a finding of the Board that the Trustee, Officer, employee or agent acted in good faith for a purpose which he or she reasonably believed to be in the best interests of the Corporation.

B. Liability. To the fullest extent permitted by law, Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX : RELATED PARTY TRANSACTIONS

A. General. The Corporation shall not enter into a Related Party Transaction (as such term is

defined herein), unless such Related Party Transaction is determined by the Board to be fair, reasonable and in the Corporation's best interest at the time of such determination.

B. Procedure. Any Trustee, Officer or Key Employee (as such term is defined herein) who has an interest in a Related Party Transaction shall promptly disclose in good faith to the Board, or an authorized committee thereof, the material facts concerning such interest prior to the Corporation entering in such transaction. Such disclosure shall include all relevant and material facts known to such person regarding the transaction which might reasonably be construed to be adverse to the Corporation's interest. The Board shall determine, by majority vote, whether the Related Party Transaction is fair, reasonable and in the Corporation's best interest at the time of such determination. In the event a Trustee is a party to a Related Party Transaction, such Trustee shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such Related Party Transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect that the disclosure was made, the vote thereon and, where applicable, the abstention from voting and participation. In addition to the requirements of this Article IX, the Board has adopted conflict of interest policies (a) requiring that, among other things, prior to any formal action by the Board, any Trustee, Officer and Key Employee shall disclose existing and potential conflicts of interest, and (b) providing corrective and disciplinary actions with respect to transgressions of such policies.

C. Extraordinary Related Party Transactions. With respect to any Related Party Transaction in which a Related Party has a substantial financial interest, the Board, or an authorized committee thereof, shall: (1) prior to entering into the transaction, consider alternative transactions to the extent available; (2) vote on the transaction, the standard for approval of which shall be a majority vote of the Board or committee members present at the meeting, as applicable; and (3) contemporaneously document in writing the basis for the Board's or committee's approval, including its consideration of any alternative transactions.

D. Definitions For purposes of this Article IX, the following definitions shall apply:

1. "Related Party Transaction" means any transaction, agreement or any other arrangement in which a Related Party (as such term is defined herein) has a financial interest and in which the Corporation or any Affiliate (as such term is defined herein) of the Corporation is a participant.

2. "Related Party" means any (i) any Trustee, Officer or Key Employee of the Corporation or any Affiliate of the Corporation, (ii) any Relative (as such term is defined herein) of any Trustee, Officer or Key Employee of the Corporation or any Affiliate of the Corporation or (iii) any entity in which any individual described in (i) or (ii) above has a thirty-five percent (35%) or greater ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership interest in excess of five percent (5%).

3. "Relative" of an individual means his or her spouse, ancestors, brothers and sisters (whether whole or half-blood), children (whether natural or adopted), grandchildren, great-grandchildren and spouses of brothers, sisters, children, grandchildren and great-grandchildren and domestic partner.

4. "Key Employee" means any person who is in a position to exercise substantial influence over the affairs of the Corporation.

5. “Affiliate" of the Corporation means any entity controlled by, in control of, or under common

control with the Corporation.

ARTICLE X : OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 and ends June 30.

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

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the President and Treasurer. For amounts greater than $1,000, two authorized signatures are required.

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

E. Interpretation of Charter. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XI : AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws, material amendments being subject to the prior approval of the State University of New York Trustees or their designee.

CERTIFICATE OF SECRETARY

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

Olean Academy Charter School Code of Ethics
Restructured using the New York State Code of Ethics for Educators[1]

Statement of Purpose: The Olean Academy Charter School (OACS) Code of Ethics is a statement of expectation and principles to guide practice and set a standard for professional excellence within the school community.

Principle 1: Individuals employed at Olean Academy Charter School lead by the principles of Community Service and Community Involvement, Accountability, Respect, and Empathy at all times. Educators nurture the intellectual, physical, emotional, social, and civic potential of each student. Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Educators collaborate with parents and the community, building trust and respecting confidentiality. Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children. Principle 6 Educators advance the intellectual and ethical foundation of the learning community. Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

Principale 2: Individuals employed at Olean Academy Charter School demonstrate the value of, and cultivate a value for the concept of lifelong learning. Educators collaborate with colleagues and other professionals in the interest of student learning. Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive

[1] https://www.highered.nysed.gov/tcert/pdf/codeofethics.pdf

environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 3: Individuals employed at Olean Academy actively apply research to set and maintain a high standard for education and behavior for all students. Educators create, support, and maintain challenging learning environments for all. Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 4: Individuals employed at Olean Academy support positive growth and change among their coworkers and the students. Educators commit to their own learning in order to develop their practice. Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

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

Proposed Staffing Chart						
Positions	**Avg. Starting Salary**	**FTE**				
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Principal	65,000	1	1	1	1	1
Director of Student Services	65,000	1	1	1	1	1
Director of Finance	65,000	1	1	1	1	1
Director of Operations	65,000	1	1	1	1	1
Director of Programs	65,000	1	1	1	1	1
Community and Parent Engagement Coordinator	40,000	1	1	1	1	1
4H/Afterschool Liaison	20,000	1	1	1	1	1
Special Education T.	40,000	1	2	3	3	3
Reading AIS	40,000	1	1	1	1	1
K-8 Teachers	40,000	8	7	7	7	7
English Subject	40,000		1	1	1	1
Math Subject	40,000		1	1	1	1
Science Subject	40,000		1	1	1	1
History Subject	40,000		1	1	1	1
Art	40,000	1	2	2	2	2
Music	40,000	1	2	2	2	2
Spanish	40,000	1	1	1	2	2
PE	40,000	1	2	2	2	2
Technology Support	20,000	1	1	1	1	1
Seneca Course Teaching	20,000		1	1	1	1
Additional HS Elective	20,000		1	1	1	1
HS Sociology Teacher	40,000		Director	Director	Director	1
Teaching Assistant	35,000	1	1	1	1	1
Social Worker	45,000	1	1	1	1	1
Guidance counselor/ College support	40,000	X	X	.5	1	1
Secretary	35,000	1	1	1	1	1
Nurse	40,000	1	1	1	1	1
Cafeteria Manager	40,000	1	1	1	1	1
Maintenance / Cleaning	35,000	2	2	2	2	2
Bookkeeper/HR Admin	45,000	.5	.8	.8	1	1
Grant Writer	20,000	1	1	1	1	1

Job Descriptions: The following job descriptions will be used to hire key administrators and teachers. Variations of these descriptions will be used to hire other staff members. All job descriptions will include the following:

General Knowledge and Skills

- Knowledge of organizational systems, the role of public education in the United States, racial equity, social justice, culturally relevant instruction/practices, and special education laws and practices.
- Strong Special Education law understanding.

- Ability to collaborate with families and community members of diverse cultural and educational backgrounds.
- Ability to manage personnel and programs.
- Effective written and verbal communication skills.
- Problem solving skills.
- Knowledge of curriculum and research-based programming.
- Knowledge of New York State and federal education laws/regulations

Language Skills: Ability to instruct and guide parents; ability to speak clearly, write legibly; able to discuss problems and disagreements in a professional manner; ability to communicate effectively with diverse groups. Spanish and/or Arabic-writer and speaker added plus.
Reasonable Ability: Appropriate conduct and behavior shown in all contacts with supervisor, staff, parents, students and community
Work Environment: *Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.*

- General office conditions and moderate noise levels.

Physical Requirements The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- Must be able to sit for extended periods of time. Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment. Occasionally required to drive to other locations.
- **Maintenance:** Expectation to lift up to 50 lbs.

AAP/EEO Statement: *Olean Academy Charter School is based on an inclusive philosophy that does not discriminate on the basis of race, color, national origin, religion, gender, age, disability, marital status, creed, sexual orientation, familial status, citizenship, veteran or military status, or any other characteristic protected by law in its hiring procedures and policies.*

Director of Student Services

Duties

- Provides leadership and execution of school vision regarding special education, DASA Coordination, Attendance, Guidance Services, General Curriculum, and School Safety
- Collaborates with staff, families, and the community in developing and implementing services and/or programs
- Incorporates policies and procedures in accordance with laws and regulations.
- Guides, directs, and participates in serious discipline processes, including student difficult decisions such as suspensions and expulsions following preset policies and procedures.
- Ensures that all practices in the district are legal and ethical for each student/family so that each child has the opportunity to achieve at a high level and be prepared for post-secondary success.
- Supports in the preparation of necessary budgetary components that monitor, maintain, develop, and execute student services.
- Support in holding teachers and staff accountable for high performance, personal improvement, and adherence to Olean Academy values, through ongoing communication and evaluations.
- Oversees Federal Title Grant programming in coordination with Director of Finance
- Coordinates school based mental health programs
- Oversees Head of Special Education/DASA Coordinator, Head of Guidance and Graduation, School Counselor, Head of Curriculum, ESL Support, AIS Support, and the school nurse
- Support the selection, development, evaluation, and supervision of all staff including the

grievance procedures.
- Contribute to strategic planning about the future of the school
- Anything else that may be deemed necessary by the Board and/or the administrative team

Minimum Requirements

- Master's degree in Education, Education Administration, or related field.
- Minimum of three years experience working directly with students
- Education administration experience and ability to obtain SBL Certificate in New York State

Length of Contract: We hope welcome the new hire for a minimum of 2 years
Payscale: $60,000+ (on payscale)

Principal (K-12)

Duties

- Provide leadership to the school as a visible and accessible presence.
- Internalize the Olean Academy mission and vision, curriculum, and future plans
- Lead the school's educational program using a research-based, culturally responsive, and positive demeanor that focuses on improving the existing systems
- Support the selection, development, evaluation, and supervision of all staff
- Support in holding teachers and staff accountable for high performance, personal improvement, and adherence to Olean Academy values, through ongoing communication and evaluations.
- Monitor school and classroom-level communication with families
- Coordinate with the Parent and Community Coordinator to plan and execute family meetings and events
- Listen to families and respond to their concerns promptly and productively
- Welcome school visitors and confidently represent Olean Academy at meetings with partner organizations, special events, community meetings, etc.
- Support the selection, development, evaluation, and supervision of all staff including the grievance procedures.
- Contribute to strategic planning about the future of the school
- Anything else that may be deemed necessary by the Board and/or the administrative team

Minimum Requirements

- Master's degree in Education, Education Administration, or related field.
- Minimum of three years experience working directly with students
- Education administration experience and ability to obtain SBL Certificate in New York State

Length of Contract: We hope welcome the new hire for a minimum of 2 years
Payscale: $60,000+ (on payscale)

Director of Operations

Duties

- During the initial 5 years: Plans, schedules and assigns employees to various cleaning, maintenance, repair, ice and snow removal, renovation and building safety tasks
- Along with the Director of Finance, ensures that all practices in the district are legal and ethical including, but not limited to: Planning, coordinating and conducting periodic inspections of all facilities required by local, state or federal law such as fire inspections, asbestos inspections, insurance safety inspections and annual visual inspections of all school facilities as required by New York State Education Commissioner's Regulations to ensure compliance with applicable codes and standards
- Oversees general building upkeep according to New York State regulations
- Oversees Head of Cafeteria, Head of Maintenance, Head of Cleaning and those departments
- Inspects work performed by cafeteria, custodial or maintenance employees or private contractors to insure proper cafeteria management, cleaning, maintenance, repair and

groundskeeping procedures are being followed, checks for safety and health hazards, and makes recommendations for correction and improvements
- Monitors all phases of capital construction projects; acts as liaison between the school district and contractors, or construction managers engaged in providing services to school district properties
- Makes determinations about scope of maintenance and/or repair activities
- Support the selection, development, evaluation, and supervision of all staff
- Contribute to strategic planning about the future of the school
- Administers Facilities policies and procedures
- Oversees Transportation and necessary arrangement with districts
- Support the selection, development, evaluation, and supervision of all staff including the grievance procedures.
- Contribute to strategic planning about the future of the school
- Anything else that may be deemed necessary by the Board and/or the administrative team

Minimum Requirements

- Graduation from high school or possession of a high school equivalency diploma and either: (a) Bachelor's Degree in Civil, Electrical or Mechanical Engineering or closely related field and one (1) years of work experience where the primary function was building maintenance and operations, two (2) of which must have been in a supervisory capacity; or
  (b) Associate's Degree in Construction, Building or Mechanical Technology or closely related field above in a supervisory capacity; or (c) a satisfactory equivalent combination of the foregoing training and experience.

Length of Contract: We hope welcome the new hire for a minimum of 2 years

Payscale: $60,000+ (on payscale)

Director of Finance

Skills

- Extensive experience and strong demonstrated capabilities with computerized financial software and information management tools
- New York State certification or ability to be certified as a School Business Administrator
- Demonstrated effective organizational and interpersonal and communication skills
- Demonstrated ability to enhance organizational culture
- Strong analytical abilities
- Strong understanding of School and Municipal accounting and finance regulations
- Formulates policies and procedures governing financial matters, and administers all financial policies

Duties

- Supervises all accounting operations, including payroll, accounts payable, requisitions and purchase orders.
- Reviews, develops, and administers the computerized budget and accounting system, which is consistent with state and municipal regulations and requirements.
- Conducts biweekly review of all fund balances, and prepares detailed financial reports of all fund accounts for the School Committee, quarterly or as needed.
- Prepares the annual End of Year Report for submission to the New York State Department of Education
- Coordinates and administers the internal and external audits of all fund accounts.
- Prepares strategic short and long run fiscal analysis and reports, and provides financial research data to the Superintendent and School Committee
- Plans, analyzes, and administers district-wide procurement of goods and services, including leasing contracts.

- Plans, analyzes, recommends, and implements operating and efficiency measures to reduce direct and overhead costs.
- Establishes and administers an accurate, up-to-date asset management and inventory control system.
- Assists the administrative team in the preparation of bid documents and analysis of cost proposals.
- Oversees all matters pertaining to risk management.
- Develops a comprehensive financial profile of school system operations for dissemination to school and town committees, boards, officials, and community members.
- Oversees Grant Writing as necessary along with Title Funding with Director of Student Services
- Maintains Human Resources information for all employees
- Develop, design and implement policies, procedures, programs, and guidelines to support the alignment of the workforce with the organization's strategic goals.
- Maintain human resources policies and procedures for the HR Manager's assigned lines of business to ensure they are current, relevant and supporting the needs of the organization, while also complying with the appropriate federal, state, and local laws
- Ensure quick resolution and proper documentation of employee concerns and performance management issues, including evaluating performance documentation up to employment termination by utilizing policy, HR tools, labor regulations and HR methodologies.
- Support the selection, development, evaluation, and supervision of all staff including the grievance procedures.
- Contribute to strategic planning about the future of the school
- Anything else that may be deemed necessary by the Board and/or the administrative team

Minimum Requirements

- Minimum of Bachelor Degree in Business Administration, Accounting or Finance
- Minimum of three years of successful employment in School or Municipal accounting or financial management

Length of Contract: We hope welcome the new hire for a minimum of 2 years

Payscale: $60,000+ (on payscale)

Director of Programs

Skills

- Knowledge of and or work with NYS career and technical learning standards
- Desire and knowledge to balance students' social/emotional and academic/intellectual needs.
- Evidence of strong communication and interpersonal skills with parents, staff and students
- Desire and ability to work collaboratively with an academic team including an interdisciplinary approach to lesson design
- Knowledge of strategies in the areas of literacy and writing
- Knowledge of Common Core Learning Standards and IB Curriculum
- Uses varied instructional methods and assessments to support:
    - Engaged learning
    - Integration of 21st century skills
    - Integration of Multiple Intelligences and Bloom's Taxonomy
- Evidence of strong classroom management with an emphasis on student engagement and student success in the classroom.

Duties

- Commitment to curriculum development, professional development, flexible teamwork, and instructional technology

- Knowledge of agriculture trends and instruction at the secondary level.
  Supervise Parent and Community Engagement Coordinator (Parent Grievances), JCC College Connections Coordinator, K-8 Agriculture and Daytime Programs
- Classified as the school's CTE Agriculture Coordinator to perform necessary duties accordingly
- Coordinate Teacher Training with the support of other directors
- Support the selection, development, evaluation, and supervision of all staff including the grievance procedures.
- Contribute to strategic planning about the future of the school
- Anything else that may be deemed necessary by the Board and/or the administrative team

Certification Type: Agricultural Engineering and Mechanics {8262}, Agricultural Production, Science and Business {8261}, Agriculture {6011}, or ability to obtain
Length of Contract: We hope welcome the new hire for a minimum of 2 years
Payscale: $60,000+ (on payscale)

Parent and Community Engagement Coordinator

Skills

- Works in collaboration with counties child care supports and their staff to ensure children and families have requested needs met
- Actively participate in parent or group meetings, community collaborations and affiliations in order to advocate for all children and families of Olean Academy
- Engage parents in volunteering, community service, and other ways of contributing to program activities and services
- Monitor children's attendance and provide support services to families as needed
- Serve as a parent liaison for grievances and concerns
- Performs other duties as assigned regarding community outreach and parent communication
- Provide information and trainings for parents and teachers regarding community efforts and opportunities for education
- Attend weekly Director meetings to update administration on parent concerns and communication
- Develop and maintain meticulous records (online and offline) regarding progress with program development
- Ability to communicate with parents via telephone (spoken) and update Facebook and Instagram with photographs and developed information from the Directors
- Models positive work ethic for parents and staff
- Minimum Qualifications: Associate Degree in the area of Human Services, Sociology, Community Organization or related fields, plus two (2) years experience in working with low income children and families

Language Skills: Ability to instruct and guide parents; ability to speak clearly, write legibly; able to discuss problems and disagreements in a professional manner; ability to communicate effectively with diverse groups. Spanish and/or Arabic-writer and speaker added plus.
Reasonable Ability: Appropriate conduct and behavior shown in all contacts with supervisor, staff, parents, students and community
Length of Contract: 1 year
Payscale: $40,000

School Secretary

Duties:

- Work collaboratively with all staff to obtain support, as needed, to ensure that assignments are completed in a timely manner

- Maintain confidentiality in handling student, teacher, parent, staff, administration, Board of Trustees, and other sensitive matters
- Serve as an ambassador to the school and maintain confidentiality in handling information pertaining to students, teachers, parents, staff, and administration
- Manage and coordinate the schedules and calendars for the school
- Prepare and distribute correspondence, reports and other written communications as needed
- Maintain a log of office's activities and correspondence
- Advise the administration of the existence of any problems deemed to warrant attention
- Any other duties as deemed necessary by the Principal or other Directors
- Demonstrates a racial equity mindset through awareness of biases and leads with a racial equity lens

Minimum Qualifications

- High School Diploma or Equivalent
- Excellent organizational and computer skills
- Prior executive, confidential, and/or school secretarial experience preferred
- Personal commitments to mission of school and equity in education
- Extensive experience with key computer programs, such as Word, Excel, Power Point, and Google Applications and ability to learn new applications as needed

Length of Contract: 1 year
Payscale: $40,000

Custodian and Maintenance

Skills:

- Demonstrated knowledge and proficiency in several areas of maintenance (e.g., plumbing, painting, carpentry, masonry/concrete/tile, electrical, mechanical, HVAC systems, roof repair, plastering/spackling, field/playground maintenance, furniture repair, and small engine repair)
- Demonstrate integrity and good moral character and initiative, as well as effective communication skills.
- Demonstrated effective interpersonal skills to relate well with students, staff, administration, parents, and the community
- Display ethical and professional behavior in working with students, parents, school personnel, and outside agencies associated with the school

Duties:

- Perform general maintenance and repair tasks in a variety of areas and as assigned by the Director of Operations or Principal, and in accordance with all applicable codes and regulations
- Plans and coordinates maintenance and repair of building, grounds, and systems such as heating, air conditioning, elevator, and fire protection
- Perform regular inspections of equipment and systems, reporting any abnormalities and hazards immediately and conducts weekly safety checks of the building
- Ensures that inspections on all systems are up to date including: fire, safety, health, and environmental regulations and laws are observed
- Recommend repairs or procedures that are beyond the scope of responsibilities, skill, or experience, outlining the work needed and specifications required of an outside contractor or licensed technician
- Coordinates services with outside technicians, contractors, and inspectors
- Ensure that the work site and conditions are safe
- Operate and maintain all tools and equipment in a safe and operational manner/condition.

- Maintains inventory of tools, supplies, and materials
- Vacuum, shampoo and spot clean carpets and furniture when needed, sweeps, dusts, and wet mops floors and stairs.
- Arranges for the floor to be stripped, waxed, buffed and resealed yearly
- Cleans and sanitizes lavatories and toilets
- Removes trash in accordance with established procedures
- Remove snow and ice by shoveling, plowing, and/or salting walks, driveways, parking areas, and steps
- Maintains outside landscaping in season which includes weekly lawn mowing and weed trimming
- Responds to service requests and implements the set up and take down of furniture and equipment for a wide variety of school and community events
- Assists the Director of Operations in hiring and evaluating the work performance of custodial staff
- Respond to emergency situations and perform necessary repairs
- Notify and assist the administration and appropriate emergency personnel with any emergency and potentially dangerous or unusual situations
- Report immediately any damage or vandalism to facilities, or theft of equipment
- Keep a log of all maintenance functions and repairs performed
- Make recommendations for improvement in the effectiveness and efficiency of the maintenance operations of the school
- Participate in appropriate in-service and workshop programs and attend any required meetings
- Adheres to all dress standards and policies
- Other duties as assigned

Minimum Qualifications:

- High school diploma or equivalent
- Valid NYS driver license
- Background check to work in schools
- Two years of experience in maintenance/grounds/facilities

Length of Contract: We hope welcome the new hire for a minimum of 2 years
Payscale: $20/ hour

Social Worker

Skills

- Ability to form, coordinate and sustain community-based initiatives and/or school partnerships.
- Ability to perform assessments for students with special needs - preferred.
- Ability to problem-solve
- Strong communication skills and cultural competency; ability to work closely with teachers, administrators, and authorized personnel
- Training and/or experience in crisis management - preferred.
- Training and/or experience with restorative practices - preferred.
- Familiarity with the social service agencies and organizations - preferred.

Responsibilities:

- Support staff regarding the SEL curriculum
- Support staff with input regarding best practice for student and staff social and emotional health
- Monitor school environment to support Directors in addressing areas of concern regarding student and staff social and emotional growth

- Support parents regarding students social and emotional practices
- Train staff on mandated reporting
- Support with restorative practices implementation and provides training for other mental health supports.
- Provide students with direct support to students in the form of individual counseling, group counseling, conflict mediation, crisis intervention, academic advising, and/or classroom guidance lessons.
- Provide mental health minutes for students with IEPs.
- Perform socio-emotional evaluations and writes reports for students with IEPs. Participate in IEP meetings as needed.
- Maintain student records, such as referral date, documentation of student support services, and interventions.
- Guides the development and implementation of initial and ongoing referral, coordination, and follow-up of a variety of additional services for students (e.g., mental health services, after school programming, mentoring, etc.).
- In collaboration with office staff, manages student attendance data and identifies students and families with low attendance.
- Analyzes attendance trends to support the implementation of strategies to increase attendance and maintain and expand enrollment.
- In collaboration with the Community and Parent Engagement Coordinator, provides students and families with appropriate referrals for community-based services (e.g., mental health services, housing, food, immigration services, etc.).
- In collaboration with the Community and Parent Engagement Coordinator, identifies, implements, and oversees community programs that will serve our students' and families' socio-emotional needs.
- Schedules home visits with families on an as-needed basis to address attendance and/or other socio-emotional concerns.

Qualifications:
Master's degree in social work
Eligibility/Actively Working towards licensure to work as a New York State Social Worker
Length of Contract: We hope welcome the new hire for a minimum of 2 years
Payscale: $40,000

Nurse

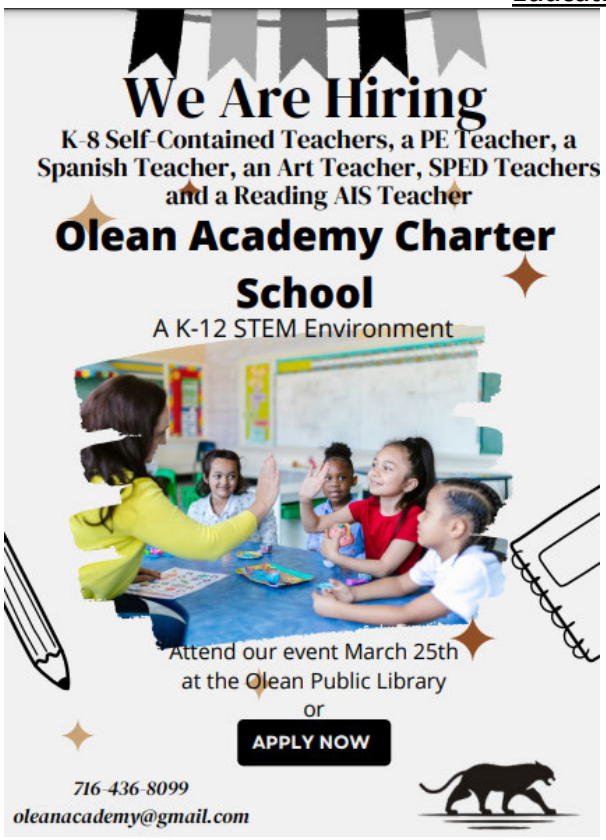
Skills
- Eagerness to be part of a school team and care for students and staff
- Ability to work independently or with others
- Ability to communicate well with others
- Ability to assess situations and act quickly
- BLS/CPR certification
- Knowledge of state health regulations
- Ability to multitask

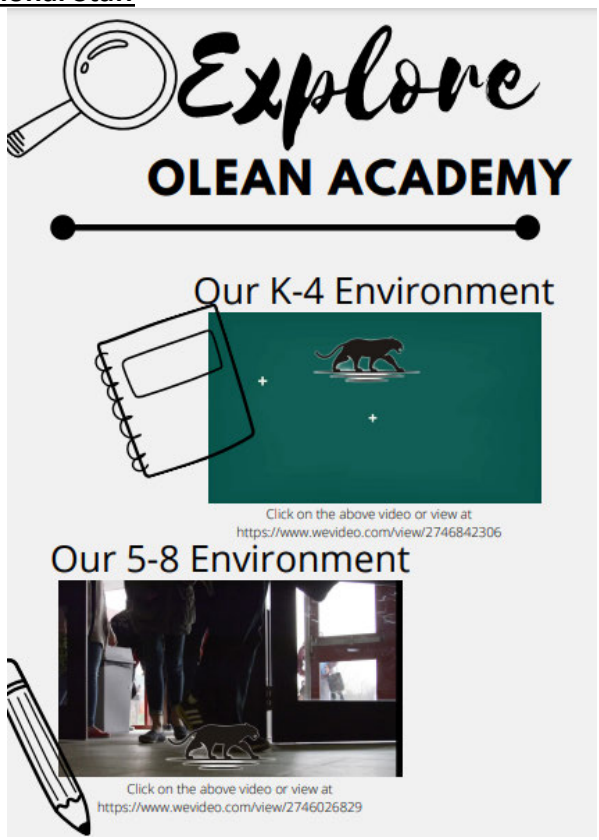
Responsibilities
- Provide basic healthcare to students in case of injury or acute illness
- Develop health plans for students with chronic illnesses and disabilities
- Educate students and staff on healthy habits, such as proper nutrition and hygiene
- Detect health problems in early stages through regular screenings
- Monitor students' vaccination and health records per New York State Law
- Update students' medical history

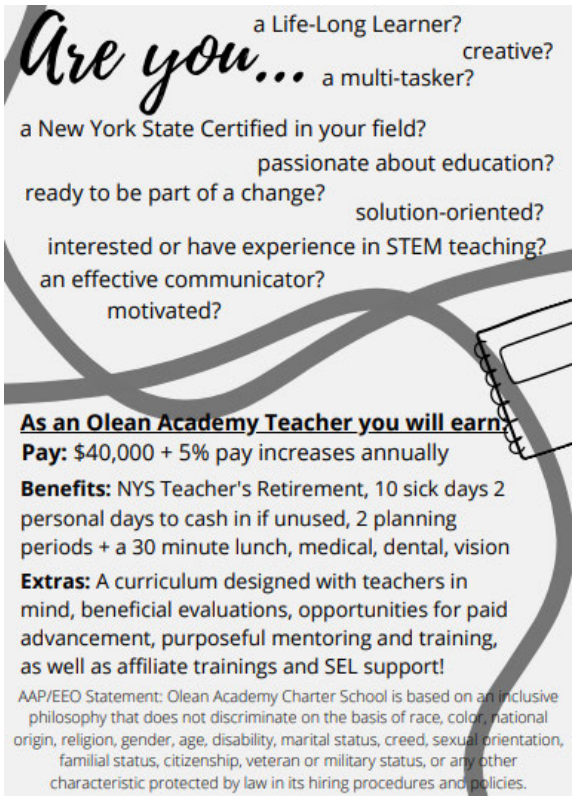
- Ensure school environment is safe for children and school staff (e.g. prevention of communicable diseases)
- Write referrals for pediatricians and other health specialists
- Ensure compliance with national and local health laws
- Perform hearing, vision and other health screenings
- Treat students and staff as needed
- Develop care plans for students with ongoing conditions
- Consult with teachers, school administrators and other school staff regarding student care
- Administer medication per school policy and New York State Law
- Monitor student immunization records
- In collaboration with the PE Teacher, ducate students and staff on health procedures
- Help students who have feeding disabilities

Minimum Qualifications:
A 4 Year Degree in Nursing or higher
Knowledge of many areas of health including mental health
Knowledge of school laws and policies
Length of Contract: We hope welcome the new hire for a minimum of 2 years
Payscale: $40,000

Educational Staff







Hiring processes for administrators, teachers and other staff members

Based on the School Superintendent's Association plan for group teacher hiring, OACS has adopted a 5-Step Process for Hiring. These 5 steps are meant to incorporate the OACS focus on Community, as well as the demonstration of respect for educators:[1]

1. Initial Screening Interview with the Principal. This will last 30-45 minutes and include the following questions (that will be received while the applicant is waiting):
    a. Why did you want to become a teacher?
    b. What is your teaching philosophy?
    c. How would you support students who would be considered difficult to teach?
    d. How would you motivate students?
    e. What does it mean to be a lifelong learner?
    f. What does STEM mean to you?
    g. How do you include primary and secondary resources in your teaching?
    h. How do you show respect to your coworkers and supervisors in a work setting?
    i. Tell me about the last time you received feedback and how you handled it?
2. Team Screening Interview with All Directors. This will last about 15-20 minutes and will include a presentation of a teacher's portfolio or previous lesson.
3. Meet the staff. The candidate will meet with 2-3 existing teachers to have a conversation regarding the curriculum, systems, and daily operations. The teachers will answer any questions the candidate might have.
4. (If Necessary) The candidate will teach a sample lesson if more than one candidate is qualified.

[1] https://www.aasa.org/SchoolAdministratorArticle.aspx?id=16300

5. Reflection and hire. All members who have spoken to the candidate will weigh in. If more than 80% agree the candidate is a good hire, they will be hired. The Principal's vote will count twice.

Administrator/Director Evaluation Plan

Directors: Director evaluations include a two part process. The first part is a self-evaluation of the points listed in the job description on a scale from 4-1 (4: Supersedes the expectation, 3: Exceeds the expectation, 2: Meets the expectation, 1: Does not meet the expectation).

The second part is an anonymous evaluation from the other directors of the same points listed in the job description. Results are emailed to the OACS Board for their evaluation. Meetings will be held with each Director in January and May based on the results of the evaluations. Based on a mathematical calculation, a score higher than 80% meets and/or exceeds the standard for a Director. Scores below 80% will be addressed by the current board members with action including, but not limited to: goal-setting, regular communication, warning, or termination.

Director Portfolio Development Plan*:* Similarly to the teachers, the Directors and Principal will also be required to develop a portfolio based on the Professional Standards for Educational Leaders to be presented to the Board of Trustees.

Coordinator and"Head of" Positions: Coordinator and "Head of" evaluations include a two part process. The first part is a self-evaluation of the points listed in the job description on a scale from 4-1 (4: Supersedes the expectation, 3: Exceeds the expectation, 2: Meets the expectation, 1: Does not meet the expectation).

The second part is an anonymous evaluation from the Coordinator or "Head of" direct supervisor and those under, using the same points listed in the individual's job description. Meetings will be held with the staff members' direct supervisor in January and June based on the results of the evaluations. Based on a mathematical calculation, a score higher than 80% meets and/or exceeds the standard for a Director. Scores below 80% will be addressed by the current board members with action including, but not limited to: goal-setting, regular communication, warning, or termination.

Non-Teaching Staff Evaluation Plan

Non-academic staff: Non academic has a similar plan to the Positive Culture Plan. It is monitored by the Director of Operations and includes mandatory participation.

Evaluation: Staff will complete a self evaluation twice per year. On a January/May cycle, 4 Goals will be set and reviewed and addressed during the following review term. The self evaluation will include the following questions:

- What was your biggest accomplishment this term?
- What skills have you gained since our last conversation? What skills do you believe you put into practice effectively?
- What kind of work would you like to continue doing? What kind of work would you like to do more of in the future?
- How do you believe you have supported the school's mission of ensuring all students identify and expand their natural gifts and talents, as well as demonstrate academic proficiency. Have you supported the school's execution of Science, Technology, Engineering, and Math.

After receipt of the self-evaluation, non-academic staff will work through a formal review in a meeting with their direct supervisor to address the following rubric through conversation:

Scale	Adjective	Description

4	Outstanding	Performance represents an extraordinary level of achievement regarding quality, time, skill, attitude, and ingenuity and creativity. Employee performance is responsible, respectful and positively contributes to the school's culture and community.
3	Very Satisfactory	Performance and goals exceed expectations in multiple areas, but require further support to achieve excellence.
2	Satisfactory	Performance and goals meet expectations in multiple areas, but require further support to achieve excellence.
1	Poor	Performance contradicts Olean Academy's mission and vision and set goals have not been addressed and/or met.

Similar to academic staff, non-academic staff will participate in a program:

Event	Points
Evaluation Plan (Point based: max 4)	
After Hours Help (10 points)	
Professional Development (5 points per online training hour)	
Total	

Rewards (Two Times Per Year (January/May): 23-24: $50 visa gift card, 22: $30 La Dolce Vita, 14-22: $20 gift card from Tim Hortons, Below 14: Let's chat!

Teacher Evaluation Plan

As mentioned in the Evaluation Section, teachers will be included in the Positive Culture Plan in addition to the mandatory observations in order to receive the point-based rewards.

A. Informal Observations: **Teachers may be informally observed at any time.** The purpose of informal observation will be to ensure that the teacher has the materials and support necessary to execute lessons effectively. **Informal evaluations will not be noted in the teacher's file, or written on paper. The teacher will receive an email within 24 hours** inquiring about any support that the Director or Principal may be able to offer.

B. Formal Observations: Teachers will be formally observed two times per year on the date and time of his/her/their choosing. One time must be in December or January and one time must be April or May. The Director or Principal will use the attached Observation Rubric to ensure that a base standard is being met by all staff.

Teacher Name:
Direct Supervisor:
Observer:
Observed Theme:
Observed Purpose:
Total Score:

Standard	You got it! 4	Can we help with 3	I noticed… 2	Please note 1	Additional thoughts
	(Keep doing what you're doing!)	Something the school can offer training for, or is an easy "fix"	Something we have offered training for and may need further attention	Training, support, and attention have been offered in the past (noted)	Observations a 2nd set of eyes may see (possible SANO referrals, for example)
Planning					
The teacher's					

selected theme is able to be clearly identified by an observer					
Subject integration is clearly noted (in this lesson or referenced for the past or future)					
The teacher has clearly planned for Special Education, ELL, and SANO students (as necessary)					
The teacher has clearly planned for behavior management					
The teacher has clearly displayed and adopted classroom systems					
Execution					
The teacher's tone is supportive and caring					
The ambiance of the class is supportive, but firm					
Outside of Class					
The teacher holds to the mission and vision of the school					

Teacher Signature:
Director/Principal Signature:
Date:
Teacher's Thoughts:
Director/Principal's Thoughts:

Grievance Procedures

A. Purpose: The purpose of the following grievance procedure should be to settle equitability at the lowest possible administrative level. These procedures apply to teachers, parents, and other adults who are associated with Olean Academy.
B. Definition: A "grievance" is hereby defined to mean a complaint that a teacher or parent has based on an alleged violation or a variation from set policies and procedures at Olean Academy.
C. Procedure: All grievances must enter the grievance procedures listed below within ten working days of being received with the exception for Level Three grievances that will be addressed during the monthly board meeting.

Level One

The adult filing the grievance must first raise their concern with their direct supervisor (For example: Head of Department or Parent Coordinator).

Level Two

In the event the aggrieved person is not satisfied with the disposition of the grievance at Level One, he/she/they may file a grievance in writing with the Director of his/her/they department. That Director must bring the grievance to the next Director meeting to be addressed by the team.

Level Three

In the event the aggrieved person is not satisfied with the disposition of the grievance at Level Two he/she/they may file a grievance in writing with the Olean Academy School Board through the board's secretary.

At the point of Level Three the Olean Academy Board will address the grievance according to state and federal law, the teacher's contract or the parent manual. Should a Head of Department raise a grievance the procedure begins at Level Two. Should a Director raise a grievance the procedure begins at Level Two requiring the Director team to address the grievance.

D. Rights of Teacher/Employee to Representation: Each teacher/ employee is welcome to be represented during any part of the grievance process. The representative is welcome to be a person of his/her/their choosing.
E. Miscellaneous: If, in judgment, a grievance directly affects a class of students or a group of teachers the receiving supervisor may escalate the grievance directly to the Olean Academy Board. All documents, communications and records dealing with the process of the grievance shall be filed with personnel files.

Category	Task	Notes	Timeline	Complet
Facilities	Finalize facility location		**Immediately but no later than February 1**	☐ Yes ☐ No
	Finalize lease (if applicable)		**Immediately but no later than February 1**	☐ Yes ☐ No
	Obtain a Certificate of Occupancy	*Contact appropriate local agencies for inspections and reviews*	**No later than April**	☐ Yes ☐ No
	Obtain evidence of all necessary inspections and develop set systems for future inspections	*State Department of Health, County Health Department, State Fire Marshall, local fire department, city building*	**No later than June**	☐ Yes ☐ No
	Obtain a School Code once the facility is approved if necessary	*Contact the Facilities Services Division*	**No later than June**	☐ Yes ☐ No
	Prepare a Safety and Emergency plan	*Submit the plan to your local emergency management*	**July 15, or 30 days prior to the first day of school, whichever is earlier**	☐ Yes ☐ No
	Evidence of insurance as stipulated in the charter agreement	*Certificates of Insurance for all required insurance coverage*	**August 1, or 10 days prior to the first day of school, whichever is earlier**	☐ Yes ☐ No
	Create a plan and procedures to control access to the building		**Prior to the first day of school**	☐ Yes ☐ No
	Ensure adequate signage; ensure that the building is numbered for emergency response		**Prior to the first day of school**	☐ Yes ☐ No
	Order necessary furniture, supplies, and technology supplies		**July 15, or 30 days prior to the first day of school, whichever is earlier**	☐ Yes ☐ No
	Provide office furniture, supplies, and technology to support school administration		**Prior to the first day of school**	☐ Yes ☐ No
Category	***Task***	***Notes***	***Timeline***	***Complete***

School Personnel	Establish health insurance availability		**No later than February**	☐ Yes ☐ No
	Hire qualified school directors		**No later than Apr**	☐ Yes ☐ No
	Ensure the school leader receives access to the NYS data portal and can provide necessary data provisioning rights to school personnel in a manner consistent with the school's student data policy		**No later than April**	☐ Yes ☐ No
	Finalize teacher contracts and salary schedules		**March 25 after**	☐ Yes ☐ No
	Finalize a personnel policy manual	*Legal consultation included*	**No later than June**	☐ Yes ☐ No
	Contact the Teachers Retirement System to establish necessary accounts		**No later than June**	☐ Yes ☐ No
	Based on job descriptions, further identify individuals that will serve key roles (i.e. Testing Coordinator, Title I Coordinator, DASA Coordinator, etc.) and have them set up in the NYS Portal		**No later than June**	☐ Yes ☐ No
	Recruit and hire adequate number of teachers and support personnel to match assignments and staffing	*Ensure teachers are highly qualified*	**No later than July**	☐ Yes ☐ No
	Ensure that personnel records are adequately safeguarded		**No later than July**	☐ Yes ☐ No
Category	***Task***	***Notes***	***Timeline***	***Complete***
School Personnel	Ensure all staff is appropriately trained: Include SWD, DEI, State regs		**No later than July**	☐ Yes ☐ No
	Ensure that all personnel have criminal background checks and fingerprinting. This information must be secured and ready for inspection by state officials.		**Prior to the first day**	☐ Yes ☐ No
	Contract or other verification of payroll service provider; or identification of individual responsible for payroll processing		**Prior to the first day**	☐ Yes ☐ No

Category	*Tasks*	*Notes*	*Timeline*	*Complete*
Students & Parents	Adopt a policy for enrollment lotteries in preparation for student enrollment exceeding capacity	*If any enrollment is significantly below projections, the charter school must revise its budget accordingly*	**No later than February**	☐ Yes ☐ No
	Execute preset marketing plan		**Jan-August**	☐ Yes ☐ No
	Establish intake process to identify students with special needs		**No later than Mar**	☐ Yes ☐ No
	Evaluate and execute community engagement plan if necessary		**No later than May**	☐ Yes ☐ No
	Provide parents and students the school handbook	*Include school's discipline plan*	**Prior to the first day**	☐ Yes ☐ No
	Ensure provisions have been made for required health services and screenings, including immunization records		**1 month prior to the first day**	☐ Yes ☐ No

Category	*Task*	*Notes*	*Timeline*	*Complete*
Education & Instruction	Establish a Student Handbook and related policies	*Legal consultation included*	**No later than March**	☐ Yes ☐ No
	Establish and implement student data and record policies to promote student confidentiality		**No later than March**	☐ Yes ☐ No
	Adopt a school calendar and daily scedule		**No later than April**	☐ Yes No
	Choose a Student Information System	*Review suggested within plan*	**No later than May**	☐ Yes ☐ No
	Clearly communicate teachers to include goals and monitoring for		**No later than August**	☐ Yes ☐ No
	Finalize curriculum and support materials	*Ensure that chosen curriculum is aligned to state standards*	**No Later than July**	☐ Yes ☐ No
	Choose appropriate norm-referenced and/or benchmark assessments		**1 month prior to the first day**	☐ Yes ☐ No

	Choose and purchase textbooks and instructional materials	*Ensure the school is well-stocked with classroom supplies and materials*	**March, to order July 1**	☐ Yes ☐ No
Category	***Task***	***Notes***	***Timeline***	***Complete***
Operations & Fiscal	Establish an official school email system in conjunction with website		**Immediately after approval**	☐ Yes ☐ No
	Finalize reporting timelien with important dates	https://docs.google.com/document/d/1waMJ_ah4ai0O	**Immediately after approval**	☐ Yes ☐ No
	Sign contract for supplemental and after school transporatation		**March 1**	☐ Yes ☐ No
	Determine food service systems		**Immediately**	☐ Yes ☐ No
	Identify legal counsel		**February 1**	☐ Yes ☐ No
	Establish internal controls and fiscal policies that ensure board oversight over financial management		**March 1**	☐ Yes ☐ No
	Finalize a budget based on expected enrollment		**No later than May**	☐ Yes ☐ No
	Finalize any potential grant application program		**No later than May**	☐ Yes ☐ No
Category	***Task***	***Notes***	***Timeline***	***Complete***
Governance	Participate in initial governance training with a		**Immediately after approval but no later than May**	☐ Yes ☐ No
	Participate in financial governance training		**Immediately after approval but no later than May**	☐ Yes ☐ No
	By-laws have been ratified		**Approval Date**	☐ Yes ☐ No
	Provide current board member listing and contact information		**Immediately after approval but no later**	☐ Yes ☐ No

	Formally approve board policies including grievance and criminal background		**Immediately after approval but no later than May**	☐ Yes ☐ No
	Maintain evidence and regular board meetings and minutes	*Indicates understanding of key laws and best practices. Post all meeting schedules and agendas to the public*	***Ongoing***	☐ Yes ☐ No
Category	***Task***	***Notes***	***Timeline***	***Complete***
OACS Program Specific	Programs Block Set Up		**Immediately after approval but no later than May**	☐ Yes ☐ No
	Finalize affiliation with Pitt-Bradford for Sociology Course		**Immediately after approval but no later than May**	
	Finalize necessary CTE Paperwork for approval		**Immediately after approval but no later than October**	
	Finalize 4 H Afterschool Program	*Determine if a designated facilitator is necessary through the school*	**Immediately after approval but no later than May**	☐ Yes ☐ No
	Identify Afterschool Sports Calendar, Hire PE teacher/Coordinator	*Contact Mark Deflippo: mdifilippo@e1b.org*	**Immediately after approval but no later than May**	☐ Yes ☐ No
	Professional Development Course Catalog		**Immediately after approval but no later**	☐ Yes ☐ No
	Finalize School, Parent, Student Surveys		**Immediately after approval but no later than May**	☐ Yes ☐ No
	Finalize Value Cards for Morning Meeting		***Ongoing***	☐ Yes ☐ No
	Print School Rules		**Immediately**	☐ Yes ☐ No
	FinalizeTechnology	(Boundless Connections Contract)	**Immediately**	☐ Yes ☐ No

	Action Item	Responsibility for Action Item	Completion within final
1	Hold Initial Closing Procedures Conference Call with NYSED and School Stakeholders	NYSED Leadership, NYSED Liaison, Charter School Leadership	Within 48 hours
2	Prepare "Charter School Closure: Frequently Asked Questions"	NYSED Liaison	Prior to final action to closure
3	Establish a Transition Team and Assign Roles	NYSED Liaison,School Board Chair	Within 48 hours
4	Initial Closure Notification Letter: Parents & School	NYSED Liaison, School Board Chair	Within 48 hours
5	Assign Transition Team Action Item Responsibilities	NYSED Liaison, School Board Chair	Within 48 hours
6	Create and DistributePress Release	NYSED Liaison, School Board Chair	Within 72 hours
7	Initial Closure Notification Letter: State & Local Agencies	NYSED Liaison, School Board Chair	Within 72 hours
8	Create Talking Points	NYSED Liaison, School Board Chair	Within 72 hours
9	Secure Student Records	Charter School Administrator Lead	Within 72 hours
10	Secure Financial Records: Included in Petition for Dissolution	Current Charter School Finance Lead	Within 72 hours
11	Parent Contact Information: Provide an electronic copy of the contact information to NYSED.	Charter School Administrator Lead	Within 1 week of final action to closure
12	Create Faculty Contact Information List: *Provide an electronic copy of the list to NYSED.*	□ Charter School Administrator Lead	Within 1 week of final action to close
13	Schedule and Convene Parent Closure Meeting(s)	NYSED Liaison, Charter School Administrator lead, Comunity and Parent	Schedule Within 1 week of final action to closure
14	Schedule and Convene Faculty/Staff Meeting: *Provide NYSED with electronic copies of all materials*	School Board Chair, Charter School Administrator Lead	Schedule Within 1 week of final action to closure
15	Terminate Any Summer Instruction Program	School Board Chair, Administrator Lead	Within 1 week of final action to closure
16	Board Communication: *Even after closure, the board of trustees of the charter school shall remain in place, and shall facilitate the closure of the school in accordance with Education Law §§219, 220, 2851(2)(t), and in accordance with the charter.*	NYSED Liaison, School Board Chair, Charter School Finance Lead	Ongoing after final closure action until completion of dissolution
18	Establish Use of Dissolution Escrow Account	NYSED Liaison, School Board Chair, Current Charter School Finance Lead	Ongoing after final closure action until dissolution
19	Develop Plan To Maintain Location and Communication	School Board Chair	Ongoing after final closure action until dissolution

20	Adjust and Maintain Insurance	School Board Chair, Current Charter School Finance Lead	Ongoing after final closure action until dissolution
21	Parent/Guardian Closure Transition Letter: *Provide NYSED with an electronic copy of the letter.*	School Board Chair, Charter School Administrator Lead	Within 10 days of final action
22	Staff/Faculty Closure Transition Letter (Include Pay, Insurance information) *Provide NYSED with electronic copies of the letter and any accompanying materials.*	School Board Chair	Within 10 days of final action to closure
23	Report Necessary information to Agencies/Organizational Partners Including NYS Agencies	NYSED Liaison, School Board Chair	Within 10 days of final action
24	Formulate List of Potential Creditors and Debtors:Provide an electronic copy of the list to NYSED with the amount owed to	Charter School Finance Lead	Within three weeks of final action to closure
25	Management Organization Notification and Termination of Contract: Provide an electronic copy of this notification to NYSED.	School Board Chair, Charter School Finance Lead	Within three weeks of final action to closure
26	Solicify Procedure for Retention of Information Regarding Contractors:Provide NYSED with an electronic copy of all such	Charter School Finance Lead	Within three weeks of final action to closure
27	Solicify Independent Audit Auditor: *Submit to NYSED a signed and dated copy of the engagement letter and an estimated timeline for the start and completion of the audit.*	Charter School Board of Trustees, Charter School Finance Lead	Within 30 days of final action to closure
28	Adjust IRS Status Accordingly:*If the school corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status and provide an electronic copy to NYSED.*	School Board Chair, Charter School Finance Lead	Within 30 days of final action to closure
29	Arrange necessary calculation and reconciliation of debt with creditors: P*rovide NYSED with an electronic summary of this completed activity.*	Charter School Finance Lead	Within one month of final action to closure
30	Arrange receipt for payment from debtors: *Provide NYSED with an electronic summary of this completed activity.*	Charter School Financial Lead	Within one month of final action to closure
31	Perform Uniform Commercial Code (UCC) Search: Provide an electronic copy of the search to NYSED.	Charter School Finance Lead	Within 30 days of final action
32	Contact and finalize cancelation of all Employees and Benefit Providers: *Provide NYSED with electronic copies of all materials.*	School Board Chair, Charter School Finance Lead	Within 45 days of final action to closure
33	Create and notify Vendors of closure: P*rovide NYSED with electronic copies of all documents.*	Charter School Finance Lead	Within 45 days of final action

34	Develop Inventory: *Provide NYSED with electronic copies of all documents*.	Charter School Finance Lead	Within 45 days of final action
35	Develop plan for Disposition of Assets: Petition for Dissolution template:	NYSED Liaison, Charter School Finance Lead	Within 45 days of final action to closure
36	Set Disposition of Real Property Plan	Charter School Finance Lead	Within 45 days of final action
37	Ensure set plan for payment of Funds: *Provide NYSED with electronic copies of all materials associated with this action.*	NYSED Liaison, Charter School Finance Lead	Commence within 45 days of final action to closure and ongoing activity until
39	Finaize Report Cards and Student Records Notice: *Provide NYSED with an electronic copy of the notice.*	Charter School Administrative Lead	One week after the last day of instruction
40	Transfer of Testing Materials: *Provide NYSED with an electronic copy of the letter outlining transference of testing materials.*	Charter School Administrative Lead	One week after the last day of instruction
41	Set U.S. Dept. of Education Filings	Charter School Finance Lead	One week after the last day of instruction
42	Itemized All Financials	Charter School Finance Lead	Within 30 days of the last
43	Payroll and Employment Verification Reports: Provide NYSED with electronic copies of all materials.	Charter School Financial Lead, Charter School Administrative Lead	Within 30 days of the last day of instruction
44	Transfer of Student Records to local school districts	School Board Chair and Charter School Administrative Lead	Within one month of the last day of instruction
45	Expenditure Reporting: Ensure that Federal Expenditure Reports (FER) and the Annual Performance Report (APR) are completed.	Charter School Finance Lead	Within 45 days of the last day of instruction
46	Set Final Distribution of Assets Through Board of Regents	Charter School Finance Lead	Within 60 days of the last day of instruction
47	Documenting Transfer of Student Records: *Provide electronic copies of all materials documenting the transfer of student*	School Board Chair and Charter School Administrative Lead	Within one month of the last day of instruction
48	Document the Disposition of and Transfer of Corporate Records:	School Board Chair, Charter School Finance Lead	Within 60 days of the last day of instruction and
49	Perform Final Closeout Audit: *Provide an electronic copy of the final audit to NYSED.*	School Board Chair, Charter School Finance Lead	Within 120 days of the last day of instruction
50	Submission of Final Reports and Data.	Charter School Board and School Operations Lead	By reporting deadline
51	File Petition for Dissolution or Consent for Judicial Dissolution	School Board Chair	Within 2 weeks of receipt of the final audit

ATTACHMENT 13: **PLAN TO ADDRESS ENGLISH LANGUAGE LEARNERS**

ELL Program: The ELL Program offered at OACS will be an integrated co-teaching. Students will receive English language development instruction by a NYS certified teacher of ESOL. The model will be one that is co-teach with the goal of the student to acquire sufficient , students receive English language development instruction taught by a NYS-certified teacher of English to Speakers of Other Languages (ESOL) in order to acquire the English language needed for success in core content areas. "Title I of ESEA18 requires schools to: Create content curricula and materials that are appropriate for the age and proficiency of ELs; Measure and report disaggregated data on EL progress in content areas through annual assessments; and Ensure staff capacity to effectively deliver content instruction for ELs, and take action if ELs do not make sufficient academic progress. Title III requires states to: Ensure that ELs develop English proficiency (in listening, speaking, reading, writing, and comprehending English) and meet the same academic content standards in reading, math, and science as non-ELs; Establish English language proficiency standards for ELs that are used to create research-based, scientifically sound and proven language instruction curricula linked to a state's academic content and achievement standards; and Assess EL English proficiency and academic progress annually. Additionally, schools must report disaggregated data on EL performance to the state; and certify that all teachers in a language instruction education program for ELs are fluent in English and any other language used by the program. Most specifically: LEAs must develop and implement for all Local Educational Agencies a system of "differentiated recognition, accountability and support" that includes interventions that improve student achievement, graduation rates, and school performance for all students and student subgroups, including ELs."[1]

Additional Available Programs and Supports for ELL (Specific)

In-Class: In class, whole group instructional planning will offer opportunities for ELL learners to experience an overview for the day, important vocabulary, and practice authentic conversation in a safe space as the teacher will be tasked with introducing the day to the students as a whole group.

Olean Academy teachers will use best practice to support every student and his or her learning style by planning opportunities of conscious exposure to new methods within the skill and theme used. Both whole group, and small group instruction will be scaffolded to ensure that all learners' needs are met.

At OACS, teachers who directly teach an ENL student will label their rooms in English and the native language to support students' learning. During instruction, teachers *slowly write out letters and phonemic sounds while saying them*. This encourages letter-sound recognition, as well as proper writing skills. Teachers *utilize visual cues* to support the students while they draw connections. Students are *afforded additional time* to complete tasks, and are encouraged to *use additional resources* including dictionaries and the internet.

Teachers will *also stagger vocabulary drills* throughout the day to ensure that students have ample opportunities to understand vital components of word recognition. For example, in Elementary or Intermediate classes, the *"Popcorn" Game* is often played with students during their Morning Meeting time. Students sit on the group rug facing the teacher. The teacher

[1] https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/NCSRC%20Legal%20Guidelines%20for%20Educating%20English%20Learners%20in%20Charter%20Schools_FINAL_0.pdf

holds up an index car with a letter, sound, or word on it. The students who think they know "pop up" to show they want to say the answer. During Small Group time, students complete at least one phonics or vocabulary activity per day while also completing task-based activities in English. Also during small group time, students are exposed to *Guided Reading*. This method of teaching reading encompasses verbal and writing skills, as well comprehension and listening. In small groups of four to five students, teachers are easily able to address individual student needs. In High School Classes, teachers "reach back" for background knowledge to support students in formulating context to understand words they may not understand in English. Teachers also incorporate peer-to-peer instruction to support the use of authentic conversation and language learning.

Pull-Out/Push-In/Content-Based ENL Instruction During the school's Program's Block, elementary, intermediate and high school ENL students, for at least 1 quarter, will participate in a special "Program", developed after a student is tested into the ENL program, but dictated by the students self-selecting a topic they wish to explore: creating a volunteer group within the school or learning specific concepts directly (how to ask for help, use the bathroom, etc.).

The Program will be dedicated to facilitating ENL students to identify and develop the necessary components for a program that they choose with the teacher remaining the facilitator and the person directed to deliver the most important information.

The ENL teacher will use this opportunity to develop their own program or group to give back to the school and/or expose students to letters, sounds, and vocabulary that are necessary for the beginning stages of understanding English. This is done through activities such as *matching games, picture-word association, and interactive activities that involve writing.*

Push-In support is given to a student who is identified as having a basic understanding of English. The student continues with their classroom work and the ESL teacher leads one of the classroom groups during small group rotations. These activities usually utilize a *workbook, worksheet, or game*, and offer the student an extended time for direct instruction within the classroom.

Content-Based Instruction is a combination of Pull-Out and Push-In. Students are removed from class to ensure that both their focus and comprehension are being addressed. During this time, the students receive instruction that is thematic and directly applicable to the classroom. The goal is to "catch the student up" so that The teacher is able to operate in the class for the remainder of the week or month.

How to ensure support to meet targets: As mentioned throughout multiple articles and research pieces, developing relationships with ELL students is an essential component.[2] Additionally, conscious inclusion, as well as opportunities for ELL students to work collaboratively with classmates are essential components to ELL students' success.[3] Because OACS utilizes project-based and place-based learning, students are afforded these opportunities organically, and also the availability for purposeful small-group time that can support an ELL student feeling safe and secure. Being that these methods are also purposeful for SWD, OACS intends to draw all teachers' attention to these points during the beginning of the year planning and review of the curriculum and schedule.

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[2] https://old.ed.psu.edu/pds/elementary/intern-resources/esl-handbook/supporting-ells

[3] https://www.colorincolorado.org/article/twelve-things-teachers-can-do-support-ell-success-new-year

Methods of Teaching Use Daily:

At their morning meeting, Ms. Andersen tells the children that their hamster, Sparky, has escaped overnight. She asks, "What can we do to find Sparky?"			
← **High level of teacher support**			**Low level of teacher support** →
I do . . . you watch	**I do . . . you help**	**You do . . . I help**	**You do . . . I watch**
In the morning meeting, the children and Ms. Andersen discuss the problem and make plans for how to solve it. As she writes the children's ideas on a chart, she mentions using periods to let people know when to stop reading. She also talks about using capital letters to start a new sentence. She says that names are very special, so Sparky's name will begin with a capital letter, too. She will draw the students' attention to the phonics sounds within the words and sight words available.	The next day, the children dictate a "_____sing Hamster" story to be read by the principal over the intercom during morning messages. Ms. Andersen reminds the children that the periods and capital letters will help the principal know when one sentence ends and a new one begins. As she records their thoughts, she calls on various children to use the marker to make the period or the capital letter.	For the day's entry into their journals, the children write about the _____sing hamster. The children are at varying stages in their writing development. Ms. Andersen makes occasional comments on their use of periods and capital letters and offers suggestions as she talks to them about their entries. To help them in spelling words, she draws their attention to the word walls, their own personal word banks, and other resources.	The children create signs at the writing center to post around the school about the _____sing hamster, one solution to the problem suggested at the morning meeting. Knowing that their messages will be read by others, they seek to write in a way that will be understood. They refer to the sign on Sparky's cage to make sure their spelling is correct and read their messages to Ms. Andersen for affirmation.

Placement Process A student who arrives at OACS whose parents do not identify he/she/they as being ENL or ESL, or whose prior documentation does not reflect the student's classification, will be recommended by the teacher through the SANO process. Teachers will recommend that the student's case be evaluated by the team for recommendations on additional support, methods, and instructional strategies that are out of the teacher's scope. At that point, the team will recommend the use of the New York State Identification Test for English Language Learners (NYSITELL), and ensure that the student's plan is clearly addressed through the SANO process ensuring that all necessary educators are made aware of the methods and strategies that will be used with the student .

Testing and Evaluation for ELL Support Upon review of the student's NYSITELL score, specific supports will be added to the student's SANO plan. These supports include, but are not limited

to: time extensions, separate locations, third reading, access to bilingual dictionaries.[4] Identification, evaluation and placement for ELLs who may be SWDs or who enter with an IEP will be diagnosed through a joint process of the NYSITELL score, as well as SANO paperwork demonstrating the effectiveness of supports and that supports that have been put into place require further assistance by a Special Education Teacher.

Home Language Input and Translation: As there is the possibility of only roughly 10 students (from K-12) who would be diagnosed as ESL for 2022-2023 school year, home language support will stem from open communication with parents, as well as the purchasing of necessary materials once the student has enrolled. This would be done on an "as needed" basis and the funding would come from the student book order funding.

Though OACS will have a fluent Spanish-speaking and Spanish-writing Community and Parent Engagement Coordinator, other languages will be addressed through **Universal Translation Services**, an online company who provides verbal and written translation services for schools. This service will be presented upon the student's enrollment and used at the parent's request.

Social and Emotional Support: For any newly enrolled students and those who may not be familiar with American Culture, OACS will contract with an online counselor who speaks the student's home language and English. Funding for this will be provided through the SWD budget and identifying the most qualified person would occur through Aimee Kaple who is a NYS Certified Teacher as well as a Licensed Social Worker.

Professional Development, Additional Testing, Responding to ELL Needs: According to The Blueprint for English Language Learning Success, educators must work collaboratively, with open communication, as well as address academic and social-emotional needs, as well as high expectation supported through variety of means including biliteracy.[5] For this, and many other reasons, OACS has developed a schedule that allows for teacher's coplanning to naturally occur, including the ability for students to attend class in their grade, to the grade above or below seamlessly. Though it is never ideal to displace a student, should support be required for more extensive needs, the opportunity is available. Additionally, identifying, monitoring and responding to ELL students' needs will be grounded in the support of St. Bonaventure as they develop their teacher training programs with OACS needs referenced.

In addition to the NYS assessment designated for ELL students, OACS will use the SANO program to set specific goals and a more consistent plan for evaluation and adjustment. Coordination of students with high needs, such as ELL students, will involve flexibility and consistent evaluation which is the basis for the developed systems within OACS.

Supplemental Support for Beginning of the Year Training: Though the terminology is somewhat outdated, the methods used apply to the approach OACS intends to take with ELL students: https://old.ed.psu.edu/pds/elementary/intern-resources/ESL_handbook.pdf/view

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[4] http://www.nysed.gov/bilingual-ed/english-language-learner-and-multilingual-learner-assessment-testing-accommodations#:~:text=The%20New%20York%20State%20Identification,may%20possibly%20be%20an%20ELL.

[5] http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf