Albany Leadership Charter School for Girls

Monthly Board Meeting

Date and Time

Tuesday July 28, 2026 at 5:00 PM EDT

Location

19 Hackett Boulevard Albany NY

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
A.	Record Attendance		Maggie Moree	1 m
B.	Call the Meeting to Order		Arricka Harrison	
C.	Approve Minutes	Approve Minutes	Arricka Harrison	2 m
	Approve minutes for Monthly Board Meeting on June 23, 2026			
D.	New Board Terms	Vote	Arricka Harrison	5 m
	Margaret Moree, for a new three year term effective July 1, 2026-June 30, 2029 James Celestine for a new three year term effective July 1, 2026-June 30, 2029			
E.	Handbook Approvals for 2026-27	Vote	Tamara Smith	10 m
	Athletic Handbook Employee Handbook			

		Purpose	Presenter	Time
	Student/Family Handbook Community Culture Handbook			
II.	**Accountability**			**5:18 PM**
A.	Leadership Report Out	Discuss	Tamara Smith	30 m
	- Overview on 2025-26 school year results by grade - 2026-27 School Year Planning: update on faculty hiring, scheduling of classes to maximize efficient use of time and talent -organizational structure			
III.	**Finance**			**5:48 PM**
A.	2025-26 Audit	Discuss	Maggie Moree	5 m
B.	Financial Statements	Discuss	Maggie Moree	10 m
IV.	**Other Business**			
V.	**Executive Committee**			
VI.	**Closing Items**			**6:03 PM**
A.	Adjourn Meeting		Arricka Harrison	1 m

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Monthly Board Meeting on June 23, 2026

DRAFT

ALBANY LEADERSHIP
CHARTER SCHOOL FOR GIRLS
A 6–12 Academy of Excellence

Albany Leadership Charter School for Girls

Minutes

Monthly Board Meeting

Date and Time
Tuesday June 23, 2026 at 5:00 PM

Location
19 Hackett Boulevard Albany NY

19 Hackett Boulevard, Albany NY

Trustees Present
A. Harrison, D. Getto, E. Harris, E. Robertson, J. Celestine, M. Moree, V. Rhodes

Trustees Absent
E. Bowman

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

A. Harrison called a meeting of the board of trustees of Albany Leadership Charter School for Girls to order on Tuesday Jun 23, 2026 at 5:05 PM.

II. Approve May Board Meeting Minutes

A.

Vote May Meeting Minutes

V. Rhodes made a motion to approve the minutes from Monthly Board Meeting on 05-26-26.
J. Celestine seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Annual Board Actions

A. Election of Trustees for New Terms

E. Robertson made a motion to to elect Ms. Harrison and Mr. Harris to three year board terms.
D. Getto seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Elections of Board Officers for 2026-2027 School Year

E. Robertson made a motion to elect Ms. Harrison as Board chair and Ms. Moree as Board Secretary for the 2026-27 school year.
J. Celestine seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Finance

A. 2026-2027 School Budget

E. Robertson made a motion to approve the budget for 2026-27, as presented but with understanding that the material changes to the budget may be discussed in July that will necessitate a revised budget vote.
J. Celestine seconded the motion.
Ms. Moree had advised the board that Consilium has been retained as fractional CFO for the 2026-27 school year. Their contract commences July 1 and the Board will work with Consilium to review and revised the budget as necessary. The budget reflects modest COLA adjustments in personnel, is based on 275 students with an overall staffing of 45 FTE.
The board **VOTED** to approve the motion.

Roll Call

J. Celestine	Aye
E. Harris	Aye
V. Rhodes	Aye
M. Moree	Absent
D. Getto	Abstain
E. Robertson	Aye
E. Bowman	Absent
A. Harrison	Aye

V. Governance

A. Annual Board Member Conflict of Interest/Attestation

This is an electronic certification where board members will hear directly with the link to the form and due date.

B. School Calendar

V. Rhodes made a motion to approve the school calendar as presented.
E. Harris seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

E. Harris	Aye
E. Robertson	Aye
J. Celestine	Aye
V. Rhodes	Aye
M. Moree	Aye
D. Getto	No
E. Bowman	Absent
A. Harrison	Aye

C. Handbooks (Employee and Student/Family)

Handbooks will be reviewed and approved at July meeting. Ms. Getto noted that the Athletic Handbook needs to be included in both the review and the approval.

D. 2026-2027 Board Meeting Schedule

E. Robertson made a motion to approve a board meeting schedule consistent with current timeframe of 4th Tuesday of each of 10 months with no meeting in August or February.
A. Harrison seconded the motion.
It was noted that the cadence may be changed as new board trustees are brought onto the Board. Committees will continue to set their schedule consistent with individual trustee schedules/availability.
The board **VOTED** unanimously to approve the motion.

VI. Closing Items

A. Adjourn Meeting

E. Robertson made a motion to adjourn.
E. Harris seconded the motion.
The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:10 PM.

Respectfully Submitted,
M. Moree

Documents used during the meeting

- ALCSG Draft Budget FY27 Overview.pdf
- 26-27 Calendar - 06-18 Draft.pdf

Coversheet

Handbook Approvals for 2026-27

Section: I. Opening Items
Item: E. Handbook Approvals for 2026-27
Purpose: Vote
Submitted by:
Related Material:
ALCS.AH.26_27SY.pdf
ALCS Employee Handbook 26_27SY.pdf
ALCS Instructional Handbook 26-27 SY - Revised for Principal Review.pdf
ALCS Community Culture Handbook 26_27SY.docx.pdf
ALCS_Instructional_Handbook_Board_Highlights_2026-2027.pdf
ALCS_Community_Culture_Handbook_Board_Highlights_2026-2027.pdf

ALBANY LEADERSHIP
CHARTER SCHOOL FOR GIRLS
A 6–12 Academy of Excellence

Sisterhood • Scholarship • Service • Leadership
Empowering Young Women. Building Leaders. Inspiring Change.

ALBANY LEADERSHIP CHARTER SCHOOL FOR GIRLS

ATHLETICS HANDBOOK

2026–2027 School Year

Building Champions in Competition, Character, and Leadership

"Success in athletics begins with excellence in the classroom, integrity in competition, and commitment to one another."

Albany Leadership Charter School for Girls
19 Hackett Boulevard
Albany, New York 12208
(518) 694-5300

This handbook serves as the official guide for all scholar-athletes and families participating in interscholastic athletics at Albany Leadership Charter School for Girls. It outlines the expectations, policies, procedures, and standards that support a safe, positive, and successful athletic experience.

Participation in athletics is a privilege that provides scholars with opportunities to develop leadership, responsibility, perseverance, teamwork, sportsmanship, and resilience while proudly representing Albany Leadership Charter School for Girls.

All scholar-athletes and parents/guardians are expected to read this handbook carefully and become familiar with its contents before participating in any athletic program.

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WELCOME FROM THE PRINCIPAL

Dear Panther Student-Athletes and Families,

Welcome to another exciting year of Panther Athletics at Albany Leadership Charter School for Girls.

Participation in athletics is about far more than competition. It is an opportunity to grow as a scholar, a teammate, and a leader. Every practice, every game, and every challenge provides valuable lessons in discipline, perseverance, accountability, resilience, and teamwork—qualities that will serve our scholars long after their athletic careers have ended.

At Albany Leadership, we believe athletics are an extension of the classroom. The same commitment to excellence that we expect academically should be reflected in every practice, every competition, and every interaction with teammates, coaches, officials, and members of our community.

Our athletes represent not only themselves, but also their families, teammates, school, and community. The way they compete, lead, and carry themselves reflects the values of Albany Leadership Charter School for Girls.

This handbook has been developed to provide clear expectations and establish a shared understanding of what it means to be a Panther scholar-athlete. By working together—scholars, families, coaches, and staff—we create an athletic program that emphasizes character, leadership, sportsmanship, accountability, and academic excellence.

Whether this is your first season wearing Panther colors or your final opportunity to represent Albany Leadership, I encourage you to embrace every challenge, celebrate every opportunity for growth, and compete with pride.

Thank you for your commitment to Panther Athletics. I wish each of you a successful and rewarding athletic season.

With Panther Pride,

Tamara Smith - Principal Albany Leadership Charter School for Girls 🐾

WELCOME FROM THE ATHLETIC DIRECTOR

Dear Student-Athletes and Families,

Welcome to Panther Athletics.

Our athletic program exists to provide every scholar-athlete with opportunities to grow through meaningful competition, teamwork, and leadership. Success is measured not only by victories on the scoreboard but by the character our athletes demonstrate every day—in the classroom, during practice, in competition, and throughout our community.

As a Panther athlete, you are expected to compete with integrity, respect others, demonstrate self-discipline, and hold yourself to high standards both academically and athletically. We believe the habits developed through athletics—preparation, perseverance, accountability, communication, and resilience—prepare our scholars for success long after their playing days have ended.

This handbook serves as a guide to help athletes and families understand the expectations and responsibilities associated with participating in Panther Athletics. We encourage every family to review it carefully and maintain open communication with coaches throughout the season.

Thank you for choosing to be a part of Panther Athletics. We look forward to supporting you throughout the year and celebrating your accomplishments both on and off the field.

Go Panthers!

Athletic Director

Albany Leadership Charter School for Girls

SECTION I: PANTHER ATHLETICS

"Champions are not simply developed through competition. They are shaped through commitment, strengthened by adversity, and defined by character."

CHAPTER 1: Our Athletic Philosophy:

Athletics play an important role in the educational experience at Albany Leadership Charter School for Girls. Participation in athletics provides opportunities for scholars to grow academically, socially, emotionally, and physically while developing the habits and character necessary for lifelong success.

Panther Athletics exists to complement and strengthen the mission of Albany Leadership Charter School for Girls. Every practice, contest, team meeting, and athletic event serves as an extension of the classroom, providing scholars with opportunities to develop leadership, perseverance, responsibility, discipline, and teamwork.

While competitive success is something we strive for, it is not our sole measure of achievement. We believe that the true purpose of athletics is to help young women discover their potential, build meaningful relationships, overcome adversity, and develop the confidence to lead both on and off the field of play.

Athletics provide experiences that cannot be replicated in a traditional classroom. Through competition, scholars learn to set goals, manage adversity, celebrate success with humility, and respond to setbacks with resilience. These lessons prepare scholar-athletes not only for future athletic endeavors but also for college, careers, and leadership opportunities throughout their lives.

Every member of Panther Athletics shares responsibility for creating a culture built upon integrity, accountability, sportsmanship, and mutual respect. Coaches, scholar-athletes, families, and school leaders work together to ensure every scholar has the opportunity to compete in a safe, supportive, and challenging environment.

Our commitment extends beyond winning championships. We are committed to developing young women who are confident, compassionate, disciplined, and prepared to make meaningful contributions to their communities.

What We Believe:

Panther Athletics believes that:

- Athletics are an extension of the educational experience.
- Academic success always comes first.
- Every scholar deserves opportunities to grow through competition.
- Leadership is developed through daily habits and actions.
- Character matters more than the final score.
- Team success is built upon trust, accountability, and commitment.

- Every scholar-athlete has the ability to improve through consistent effort.
- Success is measured by growth, integrity, and perseverance as much as by wins and losses.

Our Purpose:

The purpose of Panther Athletics is to:

- Promote academic achievement.
- Foster leadership development.
- Encourage healthy lifestyles.
- Teach teamwork and collaboration.
- Build confidence through meaningful competition.
- Develop resilience through challenge.
- Inspire school pride.
- Prepare scholars for success beyond high school.

Panther Pride:

Every practice is an opportunity to improve.

Every competition is an opportunity to grow.

Every challenge is an opportunity to lead.

CHAPTER 2: Mission & Vision

Our Mission:

The mission of Panther Athletics is to provide meaningful athletic experiences that support the academic, personal, and leadership development of every scholar-athlete. Through competitive interscholastic athletics, we foster teamwork, discipline, resilience, responsibility, and sportsmanship while preparing scholars to succeed in school, in competition, and in life.

Panther Athletics is committed to developing well-rounded young women who understand that success is measured not only by victories but also by character, integrity, perseverance, and service to others.

Our Vision:

Panther Athletics strives to build a premier athletic program where every scholar-athlete is challenged to pursue excellence, embrace leadership, and compete with integrity.

We envision athletic teams that are recognized not only for their competitive success but also for the character, sportsmanship, and professionalism demonstrated in every classroom, practice, competition, and community interaction.

Our vision extends beyond athletic achievement. We seek to cultivate confident young women who lead with purpose, demonstrate resilience through adversity, and inspire others through their commitment, discipline, and service.

Our Commitment:

Panther Athletics is committed to:

- Providing safe, inclusive, and competitive athletic opportunities for all eligible scholars.
- Supporting academic success as the foundation of athletic participation.
- Developing leadership through intentional coaching and mentorship.
- Building positive relationships among scholar-athletes, coaches, families, and the school community.
- Teaching responsibility, perseverance, teamwork, and accountability.
- Modeling integrity, sportsmanship, and respect in every interaction.
- Celebrating growth, resilience, and effort alongside athletic achievement.
- Preparing scholars to become confident leaders in college, careers, and their communities.

Our Promise:

> Every scholar who participates in Panther Athletics deserves a safe, challenging, and supportive environment where she is encouraged to grow as both an athlete and a leader.

CHAPTER 3: The Panther Standard

Being a Panther scholar-athlete is an honor that carries significant responsibility.

Every time a scholar wears an Albany Leadership Charter School for Girls uniform, she represents more than herself. She represents her teammates, her family, her coaches, her school, and the entire Panther community.

The Panther Standard establishes the expectations that define our athletic culture and guide the daily actions of every scholar-athlete.

Panther Athletes Are Scholars First:

Academic success is the foundation of participation in Panther Athletics.

Student-athletes are expected to:

- Attend school consistently.
- Participate actively in every class.
- Complete assignments and assessments on time.
- Demonstrate responsibility for their learning.
- Seek help when they need support.
- Strive for continuous academic improvement.

Success in the classroom creates opportunities both on and off the field.

Panther Athletes Lead by Example:

Leadership is demonstrated through actions rather than titles.

Panther athletes:

- Encourage others.
- Demonstrate responsibility.
- Accept accountability.
- Make positive decisions.
- Model respectful behavior.
- Inspire teammates through their daily actions.

Leadership is not reserved for captains—it is expected of every Panther athlete.

Panther Athletes Compete with Integrity:

Winning is important.

How we compete is even more important.

Panther athletes:

- Respect officials.
- Respect opponents.
- Play honestly.
- Follow the rules.
- Demonstrate sportsmanship.
- Accept victory with humility and defeat with dignity.

Integrity defines the reputation of Panther Athletics.

Panther Athletes Commit to the Team:

Successful teams are built upon trust.

Every Panther athlete contributes by:

- Being dependable.
- Supporting teammates.
- Communicating effectively.
- Attending practices consistently.
- Giving maximum effort every day.

Every role matters.

Every teammate matters.

Panther Athletes Demonstrate Discipline:

Excellence is achieved through consistent habits.

Discipline includes:

- Arriving prepared.
- Being punctual.
- Practicing with purpose.
- Following expectations.
- Maintaining self-control.
- Remaining committed even when challenges arise.

Daily discipline creates long-term success.

Panther Athletes Show Resilience:

Challenges are opportunities for growth.

Panther athletes:

- Learn from mistakes.
- Embrace challenges.
- Persevere through adversity.
- Continue improving.
- Never allow setbacks to define them.

Resilience transforms obstacles into opportunities.

Panther Athletes Represent ALCS with Pride:

Whether in school, during travel, at competitions, or within the community, Panther athletes conduct themselves with professionalism and respect.

Their words, actions, and choices reflect upon the entire Panther community.

Every Panther athlete is expected to protect and strengthen the reputation of Albany Leadership Charter School for Girls.

The Panther Pledge:

"As a Panther scholar-athlete, I commit to representing Albany Leadership Charter School for Girls with integrity, discipline, and pride. I will strive for excellence in the classroom and in competition, support my teammates, respect my coaches and opponents, and accept responsibility for my actions. I understand that leadership is demonstrated through my daily choices, and I will work each day to positively represent my school, my team, and my community."

SECTION II: THE PANTHER ATHLETE

"The habits developed as a scholar-athlete become the habits that shape a lifetime of success."

Being a Panther athlete is about far more than wearing a uniform or competing in games. It is about embracing a standard of excellence that extends into the classroom, throughout the school community, and beyond graduation.

Student-athletes are expected to demonstrate leadership, responsibility, perseverance, and respect in every aspect of their lives. These expectations help create a culture where scholars can thrive academically, compete confidently, and positively represent Albany Leadership Charter School for Girls.

CHAPTER 4: The Scholar-Athlete

At Albany Leadership Charter School for Girls, we believe that **scholars come first.** Athletic participation is designed to enhance the educational experience—not replace it. Every Panther athlete is first and foremost a scholar whose primary responsibility is academic success.

The same determination, preparation, and commitment required to compete successfully in athletics should also be evident in the classroom.

A Panther Scholar-Athlete understands that academic success creates opportunities both on and off the field of play.

A Panther Scholar-Athlete...

Takes Learning Seriously:

Student-athletes are expected to:

- Arrive to class on time and prepared.
- Participate actively in daily instruction.
- Complete assignments and assessments.
- Ask questions and seek clarification when needed.
- Utilize academic support opportunities.
- Take ownership of their learning.

Demonstrates Responsibility:

Responsible scholar-athletes:

- Come prepared each day.
- Meet deadlines.
- Communicate with teachers.
- Manage their time effectively.

- Balance athletics with academic responsibilities.

Learning to manage competing priorities is an essential life skill that prepares scholars for college, careers, and leadership opportunities.

Seeks Continuous Growth:

Success is measured by progress—not perfection.

Panther athletes understand that learning requires effort, persistence, and resilience.

Mistakes are viewed as opportunities for growth rather than obstacles to success.

Student-athletes are encouraged to:

- Reflect on their progress.
- Accept constructive feedback.
- Develop effective study habits.
- Take advantage of available academic resources.

Scholar First:

Athletics may open doors, but education creates lifelong opportunities. Every Panther athlete is expected to approach academics with the same commitment demonstrated during practice and competition.

CHAPTER 5: Leadership Through Athletics

Leadership is not reserved for team captains or upperclassmen.

Every Panther athlete has the ability—and the responsibility—to positively influence teammates through her daily actions. Leadership begins with personal accountability and grows through service to others.

At Albany Leadership Charter School for Girls, we believe athletics provide one of the greatest opportunities to develop confident, responsible leaders. Every practice, workout, and competition challenges scholar-athletes to make decisions, solve problems, communicate effectively, and support those around them.

Leadership is demonstrated daily—not only during competition, but also in the classroom, hallways, locker rooms, buses, and throughout our community.

Leadership Begins with Yourself:

Before leading others, every Panther athlete must learn to lead herself.

Self-leadership means:

- Demonstrating self-discipline.
- Making responsible choices.
- Being dependable.
- Managing emotions appropriately.
- Taking ownership of mistakes.
- Maintaining a positive attitude.

The strongest leaders hold themselves to the same standards they expect from others.

Leading Your Team:

Great teammates make great leaders.

Panther athletes lead by:

- Encouraging teammates during difficult moments.
- Celebrating the success of others.
- Helping younger athletes develop.
- Creating a positive team culture.
- Demonstrating humility.
- Placing team success above personal recognition.

Leadership is measured by the positive influence an athlete has on those around her.

Leadership Through Service:

True leadership is rooted in service.

Panther athletes understand that leadership means helping others succeed.

Leaders:

- Volunteer to help.
- Encourage struggling teammates.
- Support school events.
- Represent ALCS positively in the community.
- Give back whenever possible.

Leadership is about making the team stronger—not making yourself more important.

Leadership During Adversity:

Anyone can lead when everything is going well.

The strongest leaders demonstrate character when faced with adversity.

Panther athletes respond to challenges by:

- Remaining composed.
- Encouraging teammates.
- Accepting coaching.
- Maintaining confidence.
- Continuing to work hard.
- Looking for solutions instead of excuses.

Adversity often reveals the greatest leaders.

Leadership Habits:

Every Panther athlete should strive to:

- Arrive early.
- Be prepared.
- Encourage teammates.
- Accept feedback.
- Demonstrate respect.
- Practice consistently.
- Compete selflessly.
- Lead with humility.
- Represent ALCS proudly.

Leadership Reminder:

Leadership is not about being the loudest voice.

Leadership is about making those around you better.

CHAPTER 6: Sportsmanship

Sportsmanship reflects the values and character of Panther Athletics.

Every contest provides an opportunity to demonstrate integrity, respect, professionalism, and self-control regardless of the outcome.

Winning with humility and responding to challenges with composure are hallmarks of exceptional scholar-athletes.

Panther Athletics believes that how we compete is just as important as the final score.

Respect for Officials:

Officials are an essential part of athletic competition.

Student-athletes are expected to:

- Accept officials' decisions respectfully.
- Allow coaches to address concerns.
- Avoid arguing with officials.
- Demonstrate professionalism throughout the contest.

Respect for officials demonstrates maturity and integrity.

Respect for Opponents:

Opponents deserve the same level of respect expected for our own teammates.

Panther athletes:

- Compete with intensity.
- Treat opponents with dignity.
- Avoid taunting or disrespectful behavior.
- Congratulate opponents following competition.

Competition should always remain respectful.

Respect for Teammates:

Strong teams are built upon trust and encouragement.

Panther athletes:

- Support one another.
- Celebrate each other's accomplishments.
- Offer encouragement during adversity.
- Communicate respectfully.
- Value every teammate's contribution.

Respect for the Game:

Respecting the game means:

- Following the rules.
- Competing honestly.
- Giving maximum effort.
- Demonstrating self-control.
- Accepting both victory and defeat appropriately.

Every contest is an opportunity to demonstrate character.

Unsportsmanlike Conduct:

The following behaviors are inconsistent with Panther Athletics:

- Taunting.
- Profanity.
- Fighting.
- Intimidation.
- Bullying.
- Unsportsmanlike gestures.
- Disrespect toward officials.
- Disrespect toward opponents.
- Intentionally attempting to injure another participant.

Such behaviors may result in athletic and school disciplinary consequences.

Panther Pride:

Respect is earned through the way we compete, not simply by the outcome of the contest.

CHAPTER 7: Commitment to the Team

Successful athletic programs are built upon commitment.

Every Panther athlete contributes to the culture and success of the team regardless of athletic ability, experience, or playing time.

Participation requires dedication beyond game day. Practices, meetings, conditioning sessions, community events, and team responsibilities all contribute to building successful programs.

Attendance:

Panther athletes are expected to attend:

- Practices
- Games
- Team meetings
- Conditioning sessions
- Team events

Consistent attendance demonstrates commitment to teammates and coaches.

Preparation:

Student-athletes should arrive:

- On time.
- Properly equipped.
- Mentally focused.
- Ready to learn.
- Ready to compete.

Preparation demonstrates professionalism and respect.

Communication:

When conflicts arise, athletes are expected to communicate with coaches as early as possible.

Examples include:

- Illness
- Family emergencies
- Academic responsibilities
- School-sponsored activities
- Transportation concerns

Communication demonstrates maturity and accountability.

Teamwork:

Panther athletes contribute positively by:

- Encouraging teammates.
- Celebrating team success.
- Supporting positive team culture.
- Demonstrating respect.
- Being dependable.
- Putting team goals before individual recognition.

Every athlete contributes to the success of the program.

Effort:

Effort is entirely within an athlete's control.

Panther athletes are expected to compete with maximum effort during:

- Practices
- Conditioning
- Games
- Team meetings
- Community activities

Consistent effort is one of the strongest indicators of both athletic and personal growth.

Panther Pride:

Talent may create opportunity.

Commitment earns trust.

CHAPTER 8: Representing Albany Leadership

Being a Panther athlete extends beyond practices and competitions.

Student-athletes serve as ambassadors for Albany Leadership Charter School for Girls every day.

Whether wearing an ALCS uniform, traveling with a team, participating in community events, or interacting on social media, scholar-athletes are expected to conduct themselves in a manner that reflects positively on themselves, their teammates, and the school community.

Panther Athletes Represent ALCS By:

- Demonstrating respect for everyone they encounter.
- Wearing uniforms appropriately.
- Following school expectations during travel.
- Caring for school facilities and equipment.
- Making responsible decisions.
- Speaking positively about teammates and coaches.
- Demonstrating integrity, responsibility, and professionalism.

Every Action Matters:

The reputation of Panther Athletics is built one decision at a time.

Every interaction—whether in the classroom, on the bus, during competition, or within the community—reflects upon Albany Leadership Charter School for Girls.

Our expectation is simple:

Leave every person, every place, and every experience better than you found it.

Representing Panther Pride:

Panther Pride is reflected through:

- Strong character.
- Positive leadership.
- Respectful communication.
- Professional appearance.
- Consistent effort.
- Integrity in every setting.

Our scholars understand that they are always representatives of Panther Athletics.

Being a Panther athlete is not defined solely by athletic ability.

It is defined by character.

It is defined by commitment.

It is defined by leadership.

The habits developed through Panther Athletics will prepare scholars for success far beyond high school. Whether competing in college athletics, entering the workforce, serving their community, or leading in other capacities, the lessons learned through athletics become lifelong foundations for excellence.

SECTION III | ACADEMIC ELIGIBILITY & PARTICIPATION

"Excellence in athletics begins with excellence in the classroom."

At Albany Leadership Charter School for Girls, academic achievement is the foundation of athletic participation. Student-athletes are scholars first, and athletic opportunities are designed to complement—not replace—their educational experience.

Participation in Panther Athletics is a privilege that carries academic responsibilities. Every scholar-athlete is expected to demonstrate commitment to learning, responsible decision-making, and consistent effort in every class.

Our goal is not simply to determine athletic eligibility. Our goal is to develop scholars who are prepared to succeed academically while enjoying meaningful athletic experiences.

Athletics should motivate scholars to become stronger scholars, better leaders, and more responsible members of our school community.

CHAPTER 9: Academic Eligibility

Academic success remains the highest priority for every Panther scholar-athlete.

Participation in athletics requires consistent progress toward graduation and active engagement in the educational program.

To remain eligible for participation, scholar-athletes are expected to:

- Attend school consistently.
- Maintain passing grades in all courses.
- Complete classroom assignments and assessments.
- Demonstrate consistent academic effort.
- Utilize intervention supports when assigned.
- Meet all school attendance expectations.
- Demonstrate positive classroom behavior.

Athletic eligibility is reviewed regularly throughout each athletic season.

The purpose of eligibility monitoring is to identify scholars who need additional support and ensure they have the resources necessary to achieve success.

Academic Excellence Is Everyone's Responsibility:

Academic success requires collaboration.

Student-athletes, families, teachers, coaches, counselors, and administrators all play an important role in supporting scholar achievement.

Student-athletes are expected to:

- Advocate for themselves.
- Communicate with teachers.
- Monitor their academic progress.
- Complete missing assignments promptly.
- Seek help before academic concerns become significant.

Athletics should reinforce—not compete with—a scholar's educational goals.

Scholar First:

Every Panther athlete is expected to demonstrate the same commitment to learning that she demonstrates during practice and competition.

CHAPTER 10: Academic Support

Albany Leadership Charter School for Girls is committed to helping every scholar-athlete achieve academic success.

When concerns arise, our first response is support—not punishment.

Academic interventions are designed to provide scholars with the resources, guidance, and encouragement necessary to regain academic success while remaining connected to athletics whenever possible.

Academic Support May Include:

Student-athletes may participate in:

- Teacher conferences
- Academic intervention periods
- Tutoring sessions
- Study halls
- Progress monitoring
- Individual academic improvement plans
- Parent conferences

These supports provide opportunities for scholars to improve while reinforcing positive academic habits.

Academic Review Process:

Academic progress is reviewed throughout each athletic season.

When concerns are identified, scholar-athletes may move through the following support process.

Good Standing:

Student-athletes who:

- Are passing all classes.
- Attend school consistently.
- Demonstrate positive behavior.
- Complete assignments.

Remain fully eligible for athletic participation.

Academic Watch:

Academic Watch is intended to provide early intervention.

Student-athletes on Academic Watch remain eligible while receiving additional support.

Supports may include:

- Teacher check-ins.
- Grade monitoring.
- Academic conferences.
- Assignment completion plans.

The goal is to address concerns before they become barriers to participation.

Academic Improvement Plan:

When additional support is needed, scholar-athletes may participate in an individualized Academic Improvement Plan.

Plans may include:

- Weekly progress reports.
- Required tutoring.
- Teacher conferences.
- Parent meetings.
- Scheduled intervention periods.
- Individual academic goals.

The Athletic Department works collaboratively with school staff to support each scholar's success.

Temporary Athletic Restrictions:

When significant academic concerns persist despite intervention, temporary participation restrictions may become necessary.

Participation decisions will be made collaboratively by school administration and the Athletic Director while continuing to prioritize the scholar's academic success.

Athletic participation may be restored once academic expectations have been met.

Panther Pride:

Academic support exists to help scholars succeed—not simply to determine eligibility.

CHAPTER 11: Attendance Expectations

Consistent attendance is essential to both academic and athletic success.

Student-athletes are expected to attend school regularly, arrive on time, and participate fully throughout the instructional day.

Attendance demonstrates commitment to both learning and teammates.

School Attendance:

To participate in practices or competitions, scholar-athletes must:

- Attend school in accordance with school attendance expectations.
- Arrive on time.
- Attend all scheduled classes.
- Avoid unexcused absences.
- Avoid excessive tardiness.
- Remain in attendance unless officially dismissed.

Students who are absent without an approved excuse are generally not eligible to participate in athletic activities that day.

Exceptions may be approved by school administration in extenuating circumstances.

Practice Attendance:

Practice attendance is essential to both individual and team development.

Student-athletes are expected to:

- Attend every scheduled practice.
- Arrive prepared.
- Notify coaches of unavoidable absences.
- Participate fully unless limited by medical restrictions.

Repeated unexcused absences may affect:

- Playing time.
- Team responsibilities.
- Athletic eligibility.
- Continued team membership.

Contest Attendance:

Participation in contests requires commitment.

Student-athletes should notify coaches immediately if circumstances prevent attendance.

Advance communication demonstrates professionalism and respect for teammates.

CHAPTER 12: Participation Expectations

Panther athletes are expected to prepare intentionally for every practice and competition.

Preparation includes physical readiness, mental focus, positive attitudes, and commitment to continual improvement.

Every Panther Athlete Should Arrive:

- On time.
- Properly dressed.
- With required equipment.
- Mentally prepared.
- Ready to contribute.

Preparation reflects professionalism and respect.

During Practice:

Student-athletes are expected to:

- Demonstrate maximum effort.
- Listen actively.
- Accept coaching.
- Encourage teammates.
- Practice safely.

- Maintain a positive attitude.
- Care for equipment and facilities.

Every practice is an opportunity to improve.

During Competition:

Panther athletes are expected to:

- Compete with integrity.
- Demonstrate sportsmanship.
- Respect officials.
- Support teammates.
- Follow coaching instruction.
- Represent ALCS proudly.

Practice with Purpose:

Success on game day is earned through consistent effort during practice.

CHAPTER 13: Playing Time

Participation on an athletic team does not guarantee equal playing time.

Playing time decisions are the responsibility of the coaching staff and are made in the best interest of both the team and individual scholar-athletes.

Factors considered may include:

- Attendance.
- Preparation.
- Effort.
- Skill development.
- Team needs.
- Sportsmanship.
- Safety.
- Commitment.
- Understanding of team strategies.

These decisions are made thoughtfully and professionally.

Student-athletes with questions regarding playing time are encouraged to communicate respectfully with their coach.

Parents are encouraged to allow their daughter to initiate these conversations whenever appropriate, helping develop self-advocacy and communication skills.

CHAPTER 14: Tryouts & Team Selection

Panther Athletics encourages every eligible scholar to participate in athletics.

When interest exceeds available roster positions, coaches conduct an equitable evaluation process during tryouts.

Evaluation criteria may include:

- Athletic ability.
- Fundamental skills.
- Coachability.
- Work ethic.
- Attendance during tryouts.
- Teamwork.
- Leadership potential.
- Sportsmanship.
- Position-specific skills.
- Overall team needs.

Participation in tryouts does not guarantee placement on a team.

Coaches will communicate selection decisions respectfully and professionally.

Student-athletes who are not selected are encouraged to continue developing their skills and pursue future athletic opportunities.

Academic excellence, consistent attendance, responsible participation, and personal accountability create the foundation upon which successful athletic programs are built.

Panther Athletics believes every scholar can succeed when provided with high expectations, meaningful support, and opportunities to grow.

Athletic eligibility is not intended to exclude scholars—it is designed to encourage academic achievement while reinforcing the values of responsibility, perseverance, and commitment that define Albany Leadership Charter School for Girls.

SECTION IV | HEALTH, SAFETY & WELLNESS

"The health, safety, and well-being of every scholar-athlete will always be our highest priority."

Athletics provide meaningful opportunities for growth, competition, and achievement; however, participation also carries important responsibilities related to health and safety.

Albany Leadership Charter School for Girls is committed to providing an athletic environment that prioritizes the physical, emotional, and mental well-being of every scholar-athlete. Coaches, families, school personnel, and scholar-athletes share responsibility for maintaining a safe environment where scholars can compete with confidence.

Every member of Panther Athletics is expected to work together to prevent injuries, respond appropriately when injuries occur, and promote healthy habits that support long-term success.

CHAPTER 15: Medical Eligibility

Before participating in any tryout, practice, conditioning session, scrimmage, or athletic contest, every scholar-athlete must be medically cleared in accordance with New York State Education Department, NYSPHSAA, and Albany Leadership Charter School for Girls requirements.

Medical clearance includes:

- A current New York State approved sports physical examination.
- Completion of all required athletic participation forms.
- Emergency medical information on file.
- Any required physician documentation.
- Clearance from the School Health Office.

Student-athletes who have not completed all required medical documentation may not participate until official clearance has been received.

Participation without proper medical clearance is not permitted.

Sports Physicals:

Sports physicals must remain current throughout the athletic season.

Families are responsible for ensuring updated physical examinations are submitted before their current physical expires.

Student-athletes whose physicals expire during a season will be withheld from participation until updated documentation has been received and approved.

Medical Restrictions:

Student-athletes with temporary or permanent medical restrictions must provide appropriate documentation from a licensed healthcare provider.

Participation decisions will be made based upon medical recommendations and scholar safety.

Panther Reminder:

Medical clearance requirements exist to protect every scholar-athlete. No exceptions will be made to participation requirements established by New York State or school policy.

CHAPTER 16: Injury Reporting & Medical Care

The health and safety of every Panther athlete is our first priority.

Student-athletes should never ignore injuries or attempt to hide symptoms in order to continue participating.

Prompt reporting allows injuries to be evaluated appropriately and helps reduce the risk of further harm.

Student Responsibilities:

Student-athletes are expected to immediately report:

- Pain that limits participation.
- Head injuries.
- Sprains or strains.
- Illness during practice or competition.
- Heat-related symptoms.
- Equipment-related injuries.
- Any condition affecting safe participation.

Reporting injuries demonstrates maturity, responsibility, and concern for long-term health.

Parent Responsibilities:

Parents and guardians should notify the Athletic Department regarding:

- Significant illnesses.
- Hospitalizations.
- Medical restrictions.
- New medications affecting participation.
- Physician recommendations.
- Recovery updates following injury.

Open communication helps school personnel provide appropriate support throughout the recovery process.

Coach Responsibilities:

Coaches are responsible for:

- Supervising athletic activities.
- Monitoring athlete safety.
- Responding appropriately to injuries.
- Activating emergency procedures when necessary.
- Communicating with families regarding injuries.
- Referring scholar-athletes for medical evaluation when appropriate.
- Following all NYSPHSAA and school safety procedures.

Returning After Injury:

Student-athletes recovering from injuries may be required to provide written medical clearance before returning to participation.

The Athletic Department reserves the right to require documentation confirming that participation is safe and appropriate.

CHAPTER 17: Concussion Awareness

A concussion is a serious brain injury that requires immediate attention.

Albany Leadership Charter School for Girls follows all applicable New York State concussion management requirements.

Any scholar-athlete suspected of sustaining a concussion will be removed from participation immediately.

A scholar-athlete may **not** return to participation on the same day a concussion is suspected.

Common Signs & Symptoms:

Symptoms may include:

- Headache.
- Dizziness.
- Confusion.
- Nausea.
- Vomiting.
- Blurred vision.
- Sensitivity to light.
- Difficulty concentrating.
- Memory concerns.
- Balance problems.
- Fatigue.

Any scholar displaying these symptoms should receive prompt medical evaluation.

Return-to-Learn:

Recovery from a concussion includes returning successfully to the classroom.

Some scholar-athletes may require temporary academic accommodations while recovering.

School personnel will work collaboratively with families and healthcare providers to support the scholar's return to learning.

Return-to-Play:

Before returning to athletic participation, scholar-athletes must:

- Receive medical evaluation.
- Obtain written medical clearance.
- Successfully complete the graduated return-to-play protocol.
- Receive any required school approval.

Student safety will always take precedence over athletic participation.

Remember:

When in doubt, sit it out.

CHAPTER 18: Heat, Hydration & Environmental Safety

Athletic performance and safety depend upon proper hydration and environmental awareness.

Student-athletes should arrive at practices and competitions:

- Properly hydrated.
- Well-rested.
- Wearing appropriate athletic clothing.
- Prepared for changing weather conditions.

Hydration Expectations:

Student-athletes are encouraged to:

- Bring a labeled water bottle to all practices and competitions.
- Drink water before, during, and after physical activity.
- Take advantage of scheduled hydration breaks.
- Inform coaches immediately if they begin feeling ill.
- Never share water bottles.

Proper hydration improves athletic performance and reduces the risk of heat-related illness.

Environmental Conditions:

Practice schedules or contests may be modified, postponed, relocated, or canceled due to:

- Extreme heat.
- Lightning.
- Severe weather.
- Poor air quality.
- Unsafe field or facility conditions.

These decisions are made to protect the health and safety of scholar-athletes.

CHAPTER 19: Equipment & Uniform Safety

Proper equipment plays an essential role in preventing injuries and promoting safe athletic participation.

Student-athletes are expected to:

- Wear all required protective equipment properly.
- Never modify safety equipment.
- Report damaged equipment immediately.

- Maintain uniforms in good condition.
- Return school-issued equipment promptly at the conclusion of each season.

Failure to properly use required equipment may result in restricted participation until safety concerns have been addressed.

Equipment Responsibility:

Every Panther athlete is responsible for:

- Caring for school-issued equipment.
- Reporting lost or damaged items.
- Returning all uniforms and equipment promptly.

Families may be financially responsible for equipment that is lost, stolen, or intentionally damaged.

CHAPTER 20: Transportation Safety

Whenever transportation is provided by Albany Leadership Charter School for Girls, scholar-athletes are expected to travel with their team unless alternative arrangements have been approved by the Athletic Department.

Traveling together promotes safety, accountability, and team unity.

Transportation Expectations:

Student-athletes are expected to:

- Follow coach instructions.
- Follow driver directions.
- Remain seated while the vehicle is moving.
- Keep buses and vans clean.
- Demonstrate respectful behavior.
- Use appropriate language.
- Represent Panther Athletics positively.

School transportation is an extension of the school environment, and all school expectations remain in effect.

Parent Pickup Procedures:

Student-athletes may leave an away contest with their parent or legal guardian only after following the Athletic Department's established checkout procedures.

Requests for alternative transportation arrangements must be approved in advance whenever possible.

CHAPTER 21: Student Wellness

Athletic success depends upon healthy daily habits.

Panther Athletics encourages every scholar-athlete to care for their physical, emotional, and mental well-being throughout the school year.

Healthy Habits:

Student-athletes are encouraged to:

Prioritize Sleep:

Adequate sleep supports learning, recovery, injury prevention, and athletic performance.

Eat Nutritious Meals:

Healthy nutrition fuels both academic and athletic success.

Student-athletes should eat balanced meals and avoid skipping meals before practices or competitions.

Stay Hydrated:

Proper hydration improves concentration, energy, and athletic performance.

Hydration should remain a daily priority.

Manage Stress:

Balancing academics, athletics, family responsibilities, and personal commitments can be challenging.

Student-athletes are encouraged to:

- Communicate with trusted adults.
- Seek support when needed.
- Practice healthy coping strategies.
- Maintain positive relationships.
- Ask for help without hesitation.

Seeking support demonstrates strength and maturity.

Support One Another:

Every Panther athlete contributes to creating a team culture where everyone feels:

- Safe.
- Respected.
- Valued.
- Encouraged.
- Included.

Positive relationships strengthen both individuals and teams.

Emergency Procedures:

In the event of a medical emergency:

1. Coaches will secure the safety of all participants.
2. Emergency Medical Services (EMS) will be contacted when necessary.
3. Parents or guardians will be notified as quickly as possible.
4. Appropriate school personnel will be informed.
5. Required incident documentation will be completed.

The safety of scholar-athletes will always guide every decision.

Health, safety, and wellness are shared responsibilities.

By communicating openly, following established safety procedures, caring for one another, and making responsible decisions, we create an athletic environment where every Panther athlete can compete confidently, grow safely, and enjoy a positive athletic experience.

Our greatest responsibility is not winning games—it is ensuring that every scholar returns home healthy, supported, and prepared for tomorrow.

SECTION V: FAMILIES & COMMUNICATION

"The success of every scholar-athlete is strengthened through a partnership between home, school, and the athletic program."

Panther Athletics recognizes that families play an essential role in the success and development of scholar-athletes. When parents, coaches, and school staff work together, scholars benefit from a consistent support system that promotes academic achievement, athletic growth, personal responsibility, and character development.

Our goal is to build relationships grounded in mutual trust, open communication, professionalism, and a shared commitment to the success of every scholar.

Athletics are most meaningful when everyone shares responsibility for creating a positive environment where scholar-athletes can learn, compete, and thrive.

CHAPTER 22: The Family Partnership

Families are an integral part of the Panther Athletics community.

The encouragement, guidance, and support provided at home play an important role in shaping the experiences of every scholar-athlete. Families help reinforce the values of responsibility, perseverance, sportsmanship, and accountability that are emphasized throughout our athletic program.

Together, we share a common goal: helping every scholar become a confident learner, responsible teammate, and positive leader.

Families Support Their Student-Athlete By:

Prioritizing Academics:

Families should encourage scholar-athletes to:

- Attend school consistently.
- Complete assignments on time.
- Prepare for assessments.
- Utilize academic supports when needed.
- Communicate with teachers.

Academic success should always remain the highest priority.

Supporting Team Commitments:

Parents and guardians are encouraged to help scholar-athletes:

- Arrive on time for practices and contests.
- Be prepared with appropriate equipment.
- Honor team commitments.
- Notify coaches of scheduling conflicts as early as possible.
- Encourage consistent attendance.

Reliability and commitment strengthen every athletic program.

Promoting Positive Sportsmanship:

Families help shape athletic culture through their words and actions.

Parents are encouraged to:

- Celebrate effort as much as achievement.
- Demonstrate respect for officials.
- Encourage all scholar-athletes.
- Model positive behavior.
- Reinforce sportsmanship.

Young athletes learn as much from observing adults as they do from participating in competition.

Celebrating Growth:

Winning is exciting.

Growth is lasting.

Families are encouraged to celebrate:

- Improvement.
- Leadership.
- Perseverance.
- Teamwork.
- Responsibility.
- Character.

These qualities prepare scholars for success far beyond athletics.

Panther Partnership:

The strongest athletic programs are built when scholars, families, coaches, and school leaders work together toward a common purpose.

CHAPTER 23: Communication Expectations

Open communication strengthens relationships and helps prevent misunderstandings.

Panther Athletics is committed to maintaining respectful, timely, and professional communication with scholar-athletes and families.

Our communication should always focus on supporting scholar growth, maintaining positive relationships, and resolving concerns collaboratively.

Student-Athlete Responsibility:

Learning to communicate effectively is an important leadership skill.

Whenever appropriate, scholar-athletes are encouraged to communicate directly with their coach regarding:

- Questions about expectations.
- Playing responsibilities.
- Academic concerns.
- Attendance conflicts.
- Team responsibilities.
- Personal goals.

Developing self-advocacy prepares scholars for success in college, careers, and life.

Parent Responsibility:

Parents and guardians are encouraged to communicate respectfully and professionally when concerns arise.

Effective communication should:

- Focus on solutions.
- Remain respectful.
- Be timely.
- Support the scholar-athlete's development.
- Follow the established communication process.

Positive communication strengthens trust among families, coaches, and school staff.

Coach Responsibility:

Coaches are committed to communicating clearly regarding:

- Practice schedules.
- Competition schedules.

- Team expectations.
- Athlete safety.
- Athletic opportunities.
- Program expectations.
- General athlete progress when appropriate.

Clear communication promotes successful partnerships throughout the athletic season.

CHAPTER 24: Communication Process

Most concerns can be resolved quickly through respectful communication.

To ensure questions are addressed efficiently and at the appropriate level, Panther Athletics follows the communication process outlined below.

Step 1 – Student-Athlete & Coach:

Whenever appropriate, the scholar-athlete should first discuss questions or concerns directly with her coach.

This encourages:

- Responsibility.
- Confidence.
- Communication skills.
- Self-advocacy.

Many concerns can be resolved through respectful conversation.

Step 2 – Parent/Guardian & Coach:

If additional discussion is needed, parents or guardians should schedule a meeting with the coach.

Parents are respectfully asked **not** to approach coaches:

- Immediately before contests.
- During contests.
- Immediately following contests.
- During practices.

These are not appropriate times for productive discussions.

Step 3 – Athletic Director:

If concerns remain unresolved after meeting with the coach, parents may request a meeting with the Athletic Director.

The Athletic Director will review the concern, gather information, and work collaboratively toward an appropriate resolution.

Step 4 – Principal:

If further review is necessary, concerns may be referred to the Principal in accordance with school procedures.

School administration will work collaboratively with all parties to ensure concerns are addressed fairly and professionally.

Communication Reminder:

We are committed to addressing concerns respectfully, professionally, and with the best interests of our scholar-athletes at the center of every conversation.

CHAPTER 25: The 24-Hour Guideline

Athletic competition often brings excitement, disappointment, and strong emotions.

To promote thoughtful and productive conversations, Panther Athletics observes a **24-Hour Guideline**.

Parents and guardians are asked to wait at least **24 hours** after an athletic contest before requesting a meeting regarding concerns related to the contest.

This period allows everyone involved an opportunity to reflect before discussing concerns in a constructive and solution-oriented manner.

The purpose of the 24-Hour Guideline is not to delay communication—it is to encourage respectful conversations focused on supporting scholar-athletes.

CHAPTER 26: Parent & Spectator Expectations

Families represent Panther Athletics whenever they attend athletic events.

Positive spectator behavior creates an environment where scholars can compete confidently, safely, and with pride.

Spectators Are Expected To:

- Demonstrate good sportsmanship.
- Respect officials and their decisions.
- Encourage all scholar-athletes.
- Support coaches appropriately.
- Maintain respectful language.
- Follow directions from school personnel.
- Create a welcoming environment for all participants.

Spectators May Not:

- Harass officials.
- Criticize scholar-athletes.
- Use abusive or offensive language.
- Enter the playing area without permission.
- Interfere with contests.
- Engage in threatening or disruptive behavior.
- Use alcohol, tobacco, vaping products, or illegal substances on school property.

Individuals who fail to meet these expectations may be asked to leave athletic events and may lose the privilege of attending future contests.

CHAPTER 27: Social Media & Digital Citizenship

The online actions of scholar-athletes and families can have a lasting impact on individuals and the Panther Athletics community.

Everyone associated with Panther Athletics is expected to use digital platforms responsibly and respectfully.

Student-Athletes Should:

- Communicate respectfully online.
- Protect the privacy of teammates.
- Avoid inappropriate language or images.
- Think carefully before posting.
- Use social media to encourage others.
- Represent ALCS positively.

Parents Are Encouraged To:

- Model respectful online interactions.
- Avoid criticizing coaches, officials, or scholar-athletes through social media.
- Address concerns through the communication process outlined in this handbook.

- Promote positive digital citizenship.

Digital communication should strengthen—not damage—the relationships that support our athletic community.

CHAPTER 28: Working Together

Every member of Panther Athletics contributes to the success of our program.

Student-Athletes Commit To:

- Working hard.
- Prioritizing academics.
- Competing with integrity.
- Supporting teammates.
- Demonstrating leadership.

Families Commit To:

- Encouraging their daughters.
- Supporting school expectations.
- Promoting sportsmanship.
- Communicating respectfully.
- Partnering with coaches.

Coaches Commit To:

- Teaching the game.
- Developing leaders.
- Providing safe learning environments.
- Communicating clearly.
- Treating every scholar-athlete with dignity and respect.

School Leaders Commit To:

- Supporting scholar success.
- Maintaining high expectations.
- Providing equitable athletic opportunities.
- Building strong family partnerships.
- Ensuring a safe and positive athletic environment.

Panther Athletics is strongest when scholars, families, coaches, and school leaders work together with trust, respect, and a shared commitment to scholar success.

Through open communication, positive relationships, and a focus on the development of every scholar, we create an athletic community where young women are empowered to excel in

the classroom, compete with confidence, and become leaders within their school and community.

Every partnership matters.

Every conversation matters.

Every scholar matters.

SECTION VI: STUDENT-ATHLETE CODE OF CONDUCT

"Character is revealed by the choices we make every day. At Panther Athletics, excellence is measured not only by performance, but by integrity, accountability, and the way we treat others."

Participation in Panther Athletics is a privilege that carries significant responsibility. Every scholar-athlete is expected to uphold the values and expectations of Albany Leadership Charter School for Girls in the classroom, during athletic activities, in the community, and online.

The Student-Athlete Code of Conduct establishes the standards that define our athletic culture and guides the daily actions of every Panther athlete.

Our goal is not simply to establish rules, but to foster responsibility, leadership, respect, and personal growth while creating a safe and positive environment for everyone.

CHAPTER 29: Standards of Conduct

Every Panther scholar-athlete is expected to conduct herself in a manner that reflects positively upon herself, her teammates, her family, and Albany Leadership Charter School for Girls.

Student-athletes are expected to demonstrate integrity regardless of whether they are participating in athletics, attending school, traveling with a team, or representing ALCS within the community.

Participation in Panther Athletics requires a commitment to excellence both on and off the field of play.

Every Panther Athlete Is Expected To:

- Demonstrate honesty and integrity.
- Treat all individuals with dignity and respect.
- Accept responsibility for personal decisions.
- Follow school and team expectations.
- Demonstrate leadership through positive actions.
- Respect differences and promote inclusion.
- Support teammates and coaches.
- Protect the reputation of Panther Athletics.

Athletic participation reflects a year-round commitment to positive character and responsible decision-making.

Integrity:

Integrity means doing the right thing even when no one is watching.

Panther athletes demonstrate integrity by:

- Being honest.
- Following rules.
- Accepting responsibility.
- Competing fairly.
- Demonstrating ethical behavior.
- Keeping commitments.

Trust is built through integrity.

Respect:

Respect is demonstrated through words, actions, and attitude.

Panther athletes demonstrate respect toward:

- Coaches.
- Teammates.
- Opponents.
- Officials.
- Teachers.
- School staff.
- Families.
- Facilities.
- Equipment.

Respect remains essential regardless of the outcome of competition.

Responsibility:

Responsible athletes:

- Arrive prepared.
- Meet expectations.
- Complete commitments.
- Communicate appropriately.
- Care for school property.
- Accept accountability for mistakes.

Responsibility strengthens both individuals and teams.

Panther Standard:

Great athletes may be remembered for their accomplishments.

Great leaders are remembered for their character.

CHAPTER 30: Sportsmanship

Sportsmanship is one of the defining characteristics of Panther Athletics.

Every athletic contest provides an opportunity to demonstrate integrity, humility, respect, and professionalism.

Winning is important.

Competing with honor is essential.

Positive Sportsmanship Includes:

- Encouraging teammates.
- Respecting opponents.
- Accepting officials' decisions appropriately.
- Displaying self-control.
- Competing honestly.
- Congratulating opponents.
- Demonstrating humility in victory.
- Showing grace in defeat.

Sportsmanship reflects the true character of an athlete.

Unsportsmanlike Conduct:

The following behaviors are inconsistent with Panther Athletics:

- Profanity.
- Taunting.
- Fighting.
- Intimidation.
- Bullying.
- Unsportsmanlike gestures.
- Disrespect toward officials.
- Disrespect toward opponents.
- Throwing equipment.
- Intentionally attempting to injure another participant.

Unsportsmanlike behavior may result in athletic consequences in addition to league or school disciplinary action.

Respecting the Game:

Every Panther athlete is expected to:

- Compete honestly.
- Follow the rules.
- Respect the traditions of the sport.
- Demonstrate self-control.
- Leave every competition with dignity.

Our reputation is built by how we compete.

CHAPTER 31: Personal Conduct

Panther athletes are leaders within the school community.

Student-athletes are expected to demonstrate appropriate behavior throughout the school day, during athletic activities, and at all school-sponsored events.

The expectations outlined in the Student & Family Handbook apply equally to scholar-athletes.

Behavior Expectations:

Student-athletes are expected to:

- Follow school rules.
- Demonstrate respect toward peers and adults.
- Resolve conflicts appropriately.
- Use appropriate language.
- Protect school property.
- Demonstrate honesty.
- Maintain positive relationships.

Behavior That May Result in Athletic Consequences:

Examples include, but are not limited to:

- Fighting.
- Bullying or harassment.
- Academic dishonesty.
- Theft.
- Vandalism.

- Insubordination.
- Threatening behavior.
- Possession of prohibited items.
- Behavior that compromises school safety.

Athletic consequences may be assigned independently of school disciplinary consequences.

Conduct Beyond School:

Student-athletes represent Albany Leadership Charter School for Girls beyond the school day.

Behavior occurring off campus that substantially impacts the school community or athletic program may be reviewed by school administration.

Panther athletes are expected to make responsible decisions wherever they are.

CHAPTER 32: Digital Citizenship & Social Media

Technology provides tremendous opportunities for communication, learning, and connection.

It also requires responsibility.

Student-athletes are expected to use technology and social media in ways that reflect positively on themselves, their teammates, and Albany Leadership Charter School for Girls.

Student-Athletes Should:

- Think before posting.
- Communicate respectfully.
- Protect personal privacy.
- Respect teammates.
- Respect opponents.
- Demonstrate positive digital citizenship.
- Report online harassment when appropriate.

Student-Athletes Should Never:

- Bully or harass others.
- Share offensive content.
- Use discriminatory language.
- Post confidential team information.
- Embarrass teammates or coaches online.
- Engage in online arguments that reflect negatively upon Panther Athletics.

Online actions have real-world consequences.

Digital Responsibility:

Before posting online, ask yourself:

- Is it respectful?
- Is it truthful?
- Is it appropriate?
- Does it represent Panther Athletics positively?
- Would I be comfortable if my family, coach, principal, or future employer saw this?

If the answer is "no," don't post it.

CHAPTER 33: Accountability

Panther Athletics believes accountability promotes growth.

When concerns arise, our first priority is education, reflection, and helping scholars make better decisions.

Consequences are intended to reinforce expectations while supporting personal development.

Every situation will be reviewed individually.

Factors considered may include:

- Student safety.
- Severity of the incident.
- Previous behavior.
- Honesty.
- Acceptance of responsibility.
- Impact on teammates.
- School policies.

Whenever appropriate, restorative practices will be incorporated into the response.

CHAPTER 34: Progressive Athletic Responses

The Athletic Department recognizes that every situation is unique.

Responses may vary depending upon circumstances, previous history, and the needs of both the scholar-athlete and the athletic program.

Level I – Minor Concerns:

Examples:

- First-time team rule violations.
- Minor disrespect.

- Tardiness.
- Dress code concerns.

Possible Responses:

- Coaching conference.
- Reminder of expectations.
- Reflection activity.
- Parent notification.

Level II – Repeated or Moderate Concerns:

Examples:

- Repeated attendance issues.
- Repeated misconduct.
- Minor unsportsmanlike behavior.
- Failure to meet team expectations.

Possible Responses:

- Parent conference.
- Athletic improvement plan.
- Temporary restriction from participation.
- Restorative assignment.

Level III – Serious Concerns:

Examples:

- Fighting.
- Harassment.
- Significant school discipline.
- Major violations of the Code of Conduct.

Possible Responses:

- Suspension from contests.
- Suspension from practices.
- Athletic probation.
- Conference with administration.

Level IV – Severe Concerns:

Examples:

- Conduct threatening scholar safety.
- Repeated serious misconduct.
- Actions significantly damaging the integrity of Panther Athletics.

Possible Responses:

- Removal from the team.
- Loss of athletic privileges.
- Additional school disciplinary action.
- Referral to school administration.

Nothing in this handbook limits the school's authority to respond immediately when scholar safety requires prompt action.

CHAPTER 35: Restoring Good Standing

Panther Athletics believes every scholar has the capacity to learn, grow, and rebuild trust.

Student-athletes who experience athletic consequences are encouraged to demonstrate responsibility through consistent positive actions.

Depending upon the situation, restoration may include:

- Meeting behavioral expectations.
- Demonstrating academic improvement.
- Completing restorative assignments.
- Participating in conferences.
- Fulfilling team responsibilities.
- Demonstrating sustained positive behavior.

Growth is measured not by the mistake itself, but by the response that follows.

The Panther Athlete Commitment:

Every Panther athlete commits to:

- Competing with integrity.
- Demonstrating respect.
- Leading by example.
- Accepting accountability.
- Supporting teammates.
- Representing ALCS with pride.
- Making responsible decisions.
- Protecting the reputation of Panther Athletics.

The reputation of Panther Athletics is built one decision at a time.

Every practice, every competition, every interaction, and every choice contributes to the culture of our athletic program. By demonstrating integrity, accountability, sportsmanship,

and respect, Panther scholar-athletes help create a program that reflects the highest standards of Albany Leadership Charter School for Girls.

Character is not something we demonstrate only when others are watching—it is who we choose to be every day.

SECTION VII: ATHLETIC PROGRAM OPERATIONS

"Successful athletic programs are built through preparation, organization, consistency, and a commitment to excellence every day."

The success of Panther Athletics depends upon clear expectations, consistent procedures, and a shared commitment from scholar-athletes, coaches, families, and school leaders. This section outlines the operational guidelines that help ensure every athletic season is organized, equitable, safe, and focused on providing a positive experience for all participants.

Every member of Panther Athletics plays an important role in building a program that reflects the values and mission of Albany Leadership Charter School for Girls.

CHAPTER 36: Athletic Programs

Albany Leadership Charter School for Girls offers a variety of interscholastic athletic opportunities designed to encourage participation, develop athletic skills, and foster leadership through competition.

Athletic offerings may vary from year to year based upon scholar interest, coaching availability, league participation, and program needs.

The Athletic Department is committed to expanding opportunities whenever possible while maintaining high standards for safety, coaching, and program quality.

Fall Sports:

- Volleyball
- Flag Football

Winter Sports:

- Basketball
- Indoor Track & Field
- Flag Football

Spring Sports:

- Outdoor Track & Field
- Flag Football

Additional athletic opportunities may be introduced as the Panther Athletics program continues to grow.

Athletic Seasons:

Each athletic season includes:

- Preseason meetings
- Tryouts
- Regular season contests
- League competition
- Sectional competition (when applicable)
- Team celebrations and awards

Student-athletes are expected to remain committed throughout the duration of their athletic season.

CHAPTER 37: Tryouts & Team Selection

Every eligible scholar is encouraged to participate in Panther Athletics.

When the number of interested scholar-athletes exceeds available roster positions, coaches will conduct a fair and objective evaluation process.

The purpose of tryouts is to identify scholar-athletes whose current skills, preparation, and readiness best meet the needs of each team.

Evaluation Criteria:

Coaches may consider:

- Fundamental skills
- Athletic ability
- Coachability
- Work ethic
- Attendance during tryouts
- Communication
- Teamwork
- Leadership potential
- Sportsmanship
- Position-specific skills

- Overall team needs

Selection decisions are based upon the total evaluation process rather than a single skill or performance.

Roster Decisions:

Participation in tryouts does **not** guarantee placement on a team.

Coaches will communicate roster decisions respectfully and professionally.

Student-athletes who are not selected are encouraged to continue developing their skills and participate in future athletic opportunities.

CHAPTER 38: Team Expectations

Membership on a Panther athletic team requires commitment throughout the season.

Every scholar-athlete contributes to the team's culture regardless of experience, athletic ability, or playing time.

Attendance:

Student-athletes are expected to attend:

- Practices
- Games
- Team meetings
- Conditioning sessions
- Team functions

Regular attendance demonstrates commitment to teammates and coaches.

Preparation:

Athletes should arrive:

- On time
- Properly dressed
- Mentally prepared
- Physically ready
- Equipped with required materials

Preparation allows athletes to maximize every opportunity for growth.

Communication:

Student-athletes are expected to communicate scheduling conflicts as early as possible.

Examples include:

- Illness
- Family emergencies
- Academic obligations
- School-sponsored events
- Transportation concerns

Communication demonstrates responsibility and professionalism.

Teamwork:

Panther athletes contribute by:

- Encouraging teammates
- Supporting positive team culture
- Celebrating team accomplishments
- Accepting roles
- Demonstrating unselfishness
- Building trust

Successful teams value every member's contribution.

Effort:

Maximum effort is expected during:

- Practices
- Games
- Conditioning
- Meetings
- Community activities

Effort is always within an athlete's control.

Panther Pride:

Talent may earn an opportunity.

Commitment earns trust.

CHAPTER 39: Team Captains

Team captains serve as leaders within Panther Athletics.

Captains help establish team culture, promote accountability, and serve as role models for younger athletes.

Selection is determined by each coaching staff based upon demonstrated leadership, responsibility, character, and commitment.

Team Captains Are Expected To:

- Lead by example.
- Encourage teammates.
- Promote positive communication.
- Demonstrate sportsmanship.
- Support coaches.
- Welcome new teammates.
- Help resolve conflicts appropriately.
- Represent Panther Athletics positively.

Leadership is earned through consistent daily actions.

CHAPTER 40: Uniforms & Equipment

School-issued uniforms and equipment are provided to support safe participation and represent Panther Athletics with pride.

Student-athletes are responsible for all equipment issued to them.

Student Responsibilities:

Athletes are expected to:

- Wear uniforms properly.
- Keep uniforms clean.
- Report damaged equipment.
- Return equipment promptly.
- Respect athletic facilities.

Lost, stolen, or intentionally damaged equipment may result in financial responsibility for replacement.

Outstanding equipment obligations may delay participation in future athletic seasons or the receipt of athletic awards.

CHAPTER 41: Transportation

Albany Leadership Charter School for Girls provides transportation for athletic contests whenever possible.

Traveling together promotes safety, accountability, and team unity.

Transportation Expectations:

Student-athletes are expected to:

- Follow coach directions.
- Follow driver instructions.
- Remain seated while the vehicle is moving.
- Keep buses and vans clean.
- Demonstrate respectful behavior.
- Use appropriate language.
- Represent Panther Athletics positively.

School transportation is an extension of the school day.

Parent Pickup Procedures:

Student-athletes may leave an away contest with a parent or legal guardian only after following the Athletic Department's established checkout procedures.

Requests for alternative transportation arrangements should be submitted in advance whenever possible.

CHAPTER 42: Awards & Recognition

Panther Athletics celebrates more than athletic achievement.

Our program recognizes leadership, growth, perseverance, commitment, sportsmanship, academic excellence, and service.

Recognition may include:

Varsity Letter:

Awarded to scholar-athletes who satisfy established participation criteria.

Scholar-Athlete Award:

Recognizes excellence in both academics and athletics.

Panther Leadership Award:

Recognizes athletes who consistently demonstrate leadership, responsibility, and positive influence.

Coach's Award:

Presented to scholar-athletes who demonstrate exceptional commitment, work ethic, and dedication.

Most Improved Athlete:

Recognizes significant athletic growth throughout the season.

Panther Pride Award:

Presented to scholar-athletes who consistently represent Albany Leadership Charter School for Girls with integrity, sportsmanship, and character.

Additional awards may be presented at the discretion of individual coaching staffs.

CHAPTER 43: Athletic Celebrations

At the conclusion of each athletic season, Panther Athletics celebrates the accomplishments of scholar-athletes through team recognition events and the annual Athletic Awards Program.

These celebrations recognize:

- Athletic achievement
- Academic excellence
- Leadership
- Sportsmanship
- Teamwork
- Commitment
- Personal growth

Families are encouraged to attend and celebrate the accomplishments of Panther scholar-athletes.

CHAPTER 44: Building the Panther Legacy

Every generation of Panther athletes contributes to the history and tradition of Albany Leadership Charter School for Girls.

Championships may be remembered for a season.

Character lasts a lifetime.

Each scholar-athlete has the opportunity to strengthen Panther Athletics by:

- Leading with integrity.
- Supporting teammates.
- Working hard every day.
- Demonstrating resilience.
- Serving as a positive role model.
- Representing ALCS with pride.

The greatest legacy we leave is not measured by banners or trophies, but by the lives we influence and the leaders we develop.

Thank you for choosing to be part of Panther Athletics.

Whether you are participating in your first athletic season or preparing for your final competition as a Panther, you are an important part of a tradition built upon scholarship, leadership, perseverance, teamwork, and pride.

We challenge every scholar-athlete to:

- Compete with integrity.
- Lead with confidence.
- Support one another.
- Pursue academic excellence.
- Represent Albany Leadership Charter School for Girls with pride.

Every practice is an opportunity to improve.

Every competition is an opportunity to grow.

Every season is an opportunity to leave a lasting legacy.

Thank you for your commitment to Panther Athletics.

Go Panthers!

APPENDICES:

The following forms and resources are included as part of the Athletics Handbook:

Appendix A – Student-Athlete Participation Agreement

Appendix B – Parent/Guardian Acknowledgement

Appendix C – Emergency Medical Information Form

Appendix D – Transportation Authorization Form

Appendix E – Athletic Eligibility Agreement

Appendix F – Parent/Coach Conference Request Form

Appendix G – Annual Athletic Calendar

Appendix H – Athletic Department Directory

Appendix I – Student & Parent Handbook Verification Form

Appendix J – Pre-Participation Athletic Checklist

Appendix K – Concussion Information & Acknowledgement

Appendix L – Coach Professional Expectations

Appendix M – Panther Athletics Handbook Receipt & Annual Review

Appendix N – Frequently Asked Questions (FAQ)

> *"Champions are not remembered solely for the games they win, but for the character they demonstrate, the teammates they inspire, and the legacy they leave behind."*

Thank you for being a part of Panther Athletics. Together, we will continue to build a program where scholars excel in the classroom, compete with integrity, lead with confidence, and proudly represent Albany Leadership Charter School for Girls.

Go Panthers!

APPENDIX A: Student-Athlete Participation Agreement - Albany Leadership Charter School for Girls - 26/27 SY

Panther Athletics Student-Athlete Commitment:

Participation in athletics at Albany Leadership Charter School for Girls is a privilege. As a Panther scholar-athlete, I understand that I represent myself, my family, my teammates, my coaches, and my school at all times.

By signing below, I agree to uphold the expectations of Panther Athletics throughout the athletic season.

Academic Commitment

I agree to:

☐ Attend school regularly.

☐ Arrive to class on time.

☐ Complete assignments and assessments.

☐ Seek academic assistance when needed.

☐ Maintain eligibility requirements established by the school.

Athletic Commitment:

I agree to:

☐ Attend all practices and contests unless excused.

☐ Arrive prepared and on time.

☐ Give my best effort every day.

☐ Demonstrate sportsmanship.

☐ Respect coaches, teammates, officials, and opponents.

☐ Follow all team expectations.

Character Commitment:

I agree to:

☐ Demonstrate honesty.

☐ Accept responsibility for my actions.

☐ Demonstrate leadership.

☐ Respect school property.

☐ Represent ALCS positively in school and within the community.

☐ Use social media responsibly.

I understand that failure to uphold these expectations may result in athletic consequences.

Student Name: _____

Grade: _____

Sport(s): _____

Student Signature: _____

Date: _____

APPENDIX B: Parent/Guardian Acknowledgement - Albany Leadership Charter School for Girls - 26/27 SY

I acknowledge that I have received, reviewed, and understand the Albany Leadership Charter School for Girls Athletics Handbook.

I understand the expectations for scholar-athletes and agree to support my daughter in fulfilling her academic and athletic responsibilities.

I understand that participation in athletics is a privilege and that eligibility is dependent upon compliance with school and athletic expectations.

Student Name: _____

Parent/Guardian Name: _____

Relationship: _____

Phone: _____

Email: _____

Parent Signature: _____

Date: _____

APPENDIX C: Emergency Medical Information - Albany Leadership Charter School for Girls - 26/27 SY

Student Information:

Student Name: _____

Date of Birth: _____

Grade: _____

Sport(s): _____

Emergency Contact #1:

Name _____

Relationship _____

Phone _____

Work Phone _____

Emergency Contact #2:

Name _____

Relationship _____

Phone _____

Physician Information:

Primary Physician _____

Office Phone _____

Hospital Preference _____

Medical Information:

Please check all that apply:

☐ Asthma

☐ Diabetes

☐ Seizure Disorder

☐ Heart Condition

☐ Food Allergies

☐ Medication Allergies

☐ Bee Sting Allergy

☐ Other

Please explain:

Current Medications

Insurance Provider

Policy Number

Parent Authorization:

I authorize emergency medical treatment if I cannot be contacted.

Parent Signature _____

Date _____

APPENDIX D - Transportation Authorization Form - Albany Leadership Charter School for Girls - 26/27 SY

Student: _____

Sport: _____

Date: _____

Opponent: _____

I request permission for my daughter to leave the athletic contest with:

☐ Parent

☐ Legal Guardian

Name: _____

Relationship: _____

Phone: _____

I understand that once my daughter is released to me, Albany Leadership Charter School for Girls is no longer responsible for her transportation or supervision.

Parent Signature: _____

Coach Approval: _____

Athletic Director Approval: _____

APPENDIX E: Athletic Eligibility Agreement - Albany Leadership Charter School for Girls - 26/27 SY

I understand that eligibility for participation in athletics is dependent upon:

☐ Academic performance

☐ School attendance

☐ Positive behavior

☐ Compliance with team expectations

☐ Compliance with school policies

Should I become academically or behaviorally ineligible, I agree to participate in any required interventions designed to restore eligibility.

Student Signature: _____

Parent Signature: _____

Date _____

APPENDIX F: Parent/Coach Conference Request - Albany Leadership Charter School for Girls - 26/27 SY

Student Name: _____

Sport: _____

Coach: _____

Reason for Conference:

_____

_____

_____

Preferred Contact

☐ Phone

☐ Email

☐ In Person

Preferred Date(s): _____

Parent Name: _____

Phone: _____

Email: _____

Date Submitted: _____

APPENDIX G - Athletic Calendar

The Athletic Department will publish an annual calendar including:

Fall:

- Parent Meeting
- Tryouts
- First Practice
- First Contest
- Senior Night
- Section II Championships

Winter:

- Parent Meeting
- Tryouts
- First Practice
- First Contest
- Senior Night
- Section II Championships

Spring:

- Parent Meeting
- Tryouts
- First Practice
- First Contest
- Senior Night
- Section II Championships

Additional dates will include:

- Physical Night
- Team Picture Day
- College Signing Day
- Athletic Awards Ceremony

APPENDIX H: Athletic Department Directory - Albany Leadership Charter School for Girls - 26/27 SY

Position:	Contact:
Principal	Tamara Smith (518) 694 - 5300, Ext 110
Athletic Director	TBD (518) 694 - 5300, Ext.
School Nurse	Erika Cheffoway (518(694 - 5300, Ext. 204
Main Office	(518) 694-5300
Attendance Office	(518) 694-5300

APPENDIX I: Student & Parent Handbook Verification - Albany Leadership Charter School for Girls - 26/27 SY

We acknowledge that we have received and reviewed the Albany Leadership Charter School for Girls Athletics Handbook for the 2026–2027 school year.

We understand that participation in athletics is a privilege and agree to comply with the expectations outlined in this handbook.

Student Name: _____

Grade: _____

Sport(s:) _____

Student Signature: _____

Date: _____

Parent/Guardian Name: _____

Parent Signature: _____

Date: _____

Phone: _____

Email: _____

APPENDIX J: Pre-Participation Athletic Checklist - Albany Leadership Charter School for Girls - 26/27 SY

2026–2027 Athletic Participation Requirements:

Before participating in any tryout, practice, conditioning session, scrimmage, or athletic contest, each scholar-athlete must complete all required athletic eligibility requirements.

Use the checklist below to ensure all items have been completed.

Requirement:	Student:	Office:
Current NYS Physical Examination	☐	☐
Medical Clearance Approved	☐	☐
Emergency Medical Information Form	☐	☐
Parent/Guardian Acknowledgement Signed	☐	☐
Student-Athlete Agreement Signed	☐	☐
Athletic Eligibility Agreement Signed	☐	☐
Transportation Authorization Submitted (if applicable)	☐	☐
Concussion Information Reviewed	☐	☐
School Attendance Verified	☐	☐

Academic Eligibility Verified	☐	☐
School Fees/Equipment Obligations Cleared	☐	☐

Athletic Department Verification;

Student Eligible

☐ Yes

☐ No

Athletic Director Signature: _____

Sport: _____

Date: _____

APPENDIX K: Concussion Information & Acknowledgement - - Albany Leadership Charter School for Girls - 26/27 SY

Panther Athletics:

Albany Leadership Charter School for Girls recognizes that concussions are serious brain injuries that require immediate attention and proper medical management.

Student-athletes, parents, and coaches share responsibility for recognizing concussion symptoms and ensuring appropriate medical evaluation.

Common Signs and Symptoms:

Physical:

☐ Headache

☐ Dizziness

☐ Nausea

☐ Vomiting

☐ Blurred Vision

☐ Balance Problems

☐ Sensitivity to Light

☐ Sensitivity to Noise

Cognitive:

☐ Difficulty Concentrating

☐ Memory Problems

☐ Feeling Confused

☐ Slowed Thinking

Emotional:

☐ Irritability

☐ Anxiety

☐ Mood Changes

☐ Emotional Sensitivity

Sleep:

☐ Sleeping More

☐ Sleeping Less

☐ Difficulty Falling Asleep

Important Reminders:

A scholar-athlete suspected of sustaining a concussion:

- Will be removed from play immediately.
- Will not return the same day.
- Must receive medical evaluation.
- Must obtain written medical clearance.
- Must complete the school's Return-to-Play Protocol.

Parent & Student Acknowledgement:

We acknowledge that we have reviewed concussion information provided by Albany Leadership Charter School for Girls.

We understand the importance of immediately reporting concussion symptoms and following all return-to-play requirements.

Student Signature: _____

Parent Signature: _____

Date: _____

APPENDIX L: Coach Professional Expectations - Albany Leadership Charter School for Girls - 26/27 SY

Panther Athletics Coaching Commitment:

Coaches serve as educators, mentors, and role models for every Panther scholar-athlete.

Every coach is expected to demonstrate professionalism while supporting the academic, athletic, and personal growth of each scholar.

Coaches Commit To:

Scholar Success

☐ Prioritize academics.

☐ Support scholar growth.

☐ Encourage classroom success.

Student Safety:

☐ Maintain safe practices.

☐ Follow emergency procedures.

☐ Report injuries appropriately.

☐ Follow concussion protocols.

Professionalism:

☐ Treat every scholar fairly.

☐ Demonstrate integrity.

☐ Maintain positive communication.

☐ Model sportsmanship.

☐ Respect officials.

☐ Respect opponents.

Leadership:

☐ Build positive team culture.

☐ Encourage leadership.

☐ Promote accountability.

☐ Develop confidence.

☐ Teach life skills through athletics.

Coach Acknowledgement:

I understand that coaching at Albany Leadership Charter School for Girls is an opportunity to positively influence young women through athletics.

I agree to uphold the standards outlined in this handbook.

Coach Name: _____

Coach Signature: _____

Date:: _____

APPENDIX M: Panther Athletics Handbook Receipt & Annual Review - - Albany Leadership Charter School for Girls - 26/27 SY

To ensure all participants understand the expectations of Panther Athletics, every scholar-athlete and parent/guardian must review this handbook annually.

Annual Verification:

We certify that:

☐ We have received the Athletics Handbook.

☐ We have reviewed its contents.

☐ We understand the expectations.

☐ We understand participation in athletics is a privilege.

☐ We understand eligibility requirements.

☐ We understand communication procedures.

☐ We understand the Student-Athlete Code of Conduct.

☐ We understand health and safety procedures.

☐ We agree to support the mission and expectations of Panther Athletics.

Student Name: _____

Grade: _____

Sport(s): _____

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____

Athletic Director Verification: _____

Date:_____

APPENDIX N: Frequently Asked Questions (FAQ) - Albany Leadership Charter School for Girls

The following questions address many of the most common topics related to Panther Athletics. If you have additional questions, please contact your coach or the Athletic Director.

---

1. Who is eligible to participate in athletics?

Students must meet the academic, attendance, behavioral, and medical eligibility requirements established by Albany Leadership Charter School for Girls, New York State, NYSPHSAA, and Section II.

---

2. Does participating in tryouts guarantee a spot on the team?

No. Participation in tryouts does not guarantee team placement. Coaches evaluate scholar-athletes based on skill, effort, coachability, teamwork, sportsmanship, leadership potential, attendance during tryouts, and the needs of the team.

---

3. How is playing time determined?

Playing time is determined by the coaching staff and may be based on factors including attendance, effort, preparation, skill development, attitude, sportsmanship, knowledge of team strategies, and the overall needs of the team.

---

4. What happens if my daughter becomes academically ineligible?

The Athletic Department will work with the scholar, family, teachers, and school staff to provide academic support. Depending on the situation, the scholar-athlete may be placed on Academic Watch, an Academic Improvement Plan, or temporary athletic restrictions until eligibility is restored.

---

5. Can my daughter participate in athletics if she is absent from school?

Generally, no. Student-athletes must attend school in accordance with school attendance requirements in order to participate in practices or contests that day. Exceptions may be approved by school administration under extenuating circumstances.

---

6. What should we do if my daughter will miss a practice or game?

The scholar-athlete should notify her coach as soon as possible. Advance communication demonstrates responsibility and allows coaches to plan appropriately.

---

7. What if my daughter is injured during the season?

The injury should be reported immediately to the coach. Depending on the severity of the injury, medical evaluation may be required before returning to participation. Written medical clearance may be necessary before resuming athletic activities.

---

8. What happens if my daughter sustains a concussion?

Any scholar-athlete suspected of having a concussion will be removed from participation immediately. She may not return to play until she has been medically evaluated, received written medical clearance, and successfully completed the required return-to-play protocol.

---

9. Can my daughter ride home with me after an away contest?

Yes. Student-athletes may be released to a parent or legal guardian after following the Athletic Department's approved checkout procedures. Alternative transportation arrangements require prior approval.

---

10. What happens if school-issued equipment is lost or damaged?

Student-athletes are responsible for the proper care and return of all school-issued uniforms and equipment. Families may be financially responsible for items that are lost, stolen, or intentionally damaged.

11. Who should I contact if I have a concern about the team?

Whenever appropriate, scholar-athletes should first communicate directly with their coach. If additional discussion is needed, parents should schedule a meeting with the coach. If concerns remain unresolved, they may be referred to the Athletic Director and, if necessary, the Principal.

12. Why is there a 24-Hour Guideline?

Athletic contests can be emotional for everyone involved. Waiting 24 hours before discussing concerns allows all parties time to reflect and helps ensure conversations remain respectful, productive, and focused on supporting the scholar-athlete.

13. Are parents allowed to discuss playing time with coaches?

Coaches are always willing to discuss your daughter's development, effort, and ways she can improve. However, playing time, team strategy, position assignments, and decisions regarding other scholar-athletes are generally not appropriate topics for parent conferences.

14. What are the expectations for spectators at athletic events?

Parents, families, and spectators are expected to demonstrate positive sportsmanship, respect officials and opponents, use appropriate language, and model behavior that reflects positively on Albany Leadership Charter School for Girls. Unsportsmanlike behavior may result in removal from athletic events.

15. How can families best support Panther Athletics?

Families support Panther Athletics by encouraging academic success, reinforcing team commitments, promoting positive sportsmanship, communicating respectfully, attending athletic events, and partnering with coaches and school staff to support the growth and success of every scholar-athlete.

Still Have Questions?

If your question is not answered in this handbook, please contact the Athletic Department. We are committed to partnering with families and ensuring every scholar-athlete has a safe, positive, and rewarding athletic experience.

Athletic Department
Albany Leadership Charter School for Girls
19 Hackett Boulevard
Albany, NY 12208
Main Office: **(518) 694-5300**

Albany Leadership Charter School for Girls

Panther Athletics

Our Mission

To develop scholars who compete with integrity, lead with confidence, and pursue excellence in the classroom, in competition, and in life.

Panther Athletics Core Values

- **Scholarship** – We are scholars first.
- **Leadership** – We lead through our actions.
- **Integrity** – We do what is right, even when no one is watching.
- **Respect** – We value ourselves and others.
- **Commitment** – We honor our responsibilities to our team and school.
- **Excellence** – We pursue continuous growth in everything we do.

Albany Leadership Charter School for Girls

19 Hackett Boulevard
Albany, New York 12208
(518) 694-5300

Go Panthers!

ALBANY LEADERSHIP
CHARTER SCHOOL FOR GIRLS
A 6–12 Academy of Excellence

Sisterhood • Scholarship • Service • Leadership

Preparing young women with the academic and leadership skills necessary to succeed in college and the career of their choosing.

ALCS Employee Handbook 2026–2027

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1. INTRODUCTION:

1.1 HANDBOOK ACKNOWLEDGEMENT:

I hereby acknowledge that I have read and received a copy of the Albany Leadership Charter School for Girls (ALCS) Employee Handbook. I further acknowledge that I have read and understand the policies, procedures, rules, and guidelines set forth in the Employee Handbook, and that I am required an expected to abide by them. I understand and acknowledge that this Handbook supersedes all prior employee handbooks and prior policies.

I understand and acknowledge that this Handbook is not an employment contract, either express or implied, for a specific term or duration. I further understand and acknowledge that nothing in this handbook creates any express or implied promise or guarantee of any continued employment or benefits of any kind, whatsoever.

I understand that I am an at-will employee, and that either ALCS or I can terminate my employment at any time, for any reason, with or without cause or notice. I also understand that no one other than the Board of Trustees has the authority to enter into an agreement with me for employment for a specified period of time, and that any such agreement must be in writing and signed by the Board of Trustees.

I further understand that ALCS may modify, revise, replace, and add to this Handbook at any time, with or without notice.

I certify that I have had ample time to review, discuss, and ask questions about this Handbook and its contents with ALCS representatives.

With this knowledge, I agree to abide by the policies and procedures set forth herein.

_____

Employee's Signature

_____ _____ Employee's Name

(Print) Date

1.2 WELCOME:

Welcome to the Albany Leadership Charter School for Girls community! We are excited that you are a part of our team. We know that it takes exceptional talent to prepare our students for life beyond the classroom and we believe that your knowledge, skills and talents make you uniquely able to do just that.

You are joining a team comprised of high caliber professionals from diverse backgrounds who have come together to help students thrive. We are bound together by the common belief that a rich and fulfilling education can provide limitless opportunities for children, their families and the community. What's even more exciting is that being a part of our team is not only about what you can give, but also about what you can get. It is our desire to help guide you on the path to becoming who it is you want to be, both professionally and personally.

Reaching our goals for our students will require a dedicated and focused staff. You will need to be creative in your approach to all parts of your employment. Your work may be demanding, however, the reward of seeing our students succeed will make all of your efforts worthwhile.

As a guide to your employment with Albany Leadership Charter School for Girls, this handbook should provide answers to most of the questions you may have about our benefit programs, policies and procedures. If anything is unclear, please feel free to ask questions.

1.3 ABOUT THIS HANDBOOK:

This Handbook supersedes all previous employee handbooks, including any previous versions. Please read this Handbook thoroughly and retain it for future reference. The policies contained in this Handbook are guidelines only. ALCS reserves the right to amend, modify, revise, remove, and add any policies to this Handbook at its sole discretion, with or without notice. From time to time, you may receive updated information concerning policy changes. If you have any questions about any of these policies or about ALCS generally, please ask your supervisor, or the Human Resources/Benefits Administrator. This Handbook is written to comply with applicable federal and state law. To the extent that the Handbook is inconsistent with applicable law or regulations, the law or regulations will govern.

This Handbook is not a contract, express or implied, and it does not guarantee your employment for any specific duration. This Handbook or any of the policies contained herein does not create any promise or guarantee for employee or benefits for any specific duration of time whatsoever.

The policies and procedures in this handbook are applicable to all employees. Employee violations of the policies in this Handbook or applicable laws may result in disciplinary action up to and including termination.

To the extent any of the policies and procedures contained in this Handbook conflict with any provisions contained in an applicable collective bargaining agreement, the collective bargaining agreement controls.

1.4 MISSION:

The mission of Albany Leadership Charter School for Girls (ALCS) is to prepare young women to graduate from high school with the academic and leadership skills necessary to succeed in college and the career of their choosing.

1.5 CONFIDENTIALITY:

Upon hire, Confidentiality and Family Educational Rights Privacy Act (FERPA) Agreements must be reviewed and signed by each new employee. Your employment assumes an obligation to maintain

confidentiality of the information protected under those Agreements both during and after you leave our employment. These Agreements will be reviewed with the employee each year during summer professional development.

Confidential information includes, but is not limited to all non-public proprietary information, financial records, students' education records, business marketing information, strategic plans, or any non-public information regarding ALCS's procedures. ALCS asks all employees to respect the privacy of the employees of ALCS by not disclosing personnel or payroll information about employees other than yourself.

Employees shall not publish, disclose or use any confidential information about the employer, its activities or the activities of its stakeholders unless it is normally required by their duties, it has been expressly permitted by the Principal or it is within the requirements of applicable Freedom of Information Laws.

No employee shall authorize anyone to publish, disclose or use any confidential information about ALCS, its activities or the activities of its stakeholders unless it is normally required by their duties, it has been expressly permitted by the Principal or it is within the requirements of applicable Freedom of Information Laws.

Confidential information may not be removed from the premises without permission. Employees may not store confidential materials on personal electronic devices.

If someone outside of the school questions you and you are concerned about the appropriateness of giving them certain information, you should not answer. Please refer your request to the Principal.

All confidential materials shall be returned to the School Business Administrator upon resignation or termination of employment.

Notwithstanding the foregoing, an employee shall not be held criminally or civilly liable under any Federal or State trade secret law for the disclosure of a trade secret that (A) is made (i) in confidence to a Federal, State, or local government official, either directly or indirectly, or to an attorney; and (ii) solely for the purpose of reporting or investigating a suspected violation of law; or (B) is made in a complaint or other document filed in a lawsuit or other proceeding, if such filing is made under seal. If an employee files a lawsuit for retaliation by ALCS for reporting a suspected violation of law, a trade secret may be disclosed to their attorney and used in the court proceeding, if the employee (A) files any document containing the trade secret under seal; and (B) does not disclose the trade secret, except pursuant to court order.

Nothing in this policy is intended to, nor will it be interpreted to, limit or interfere with an Employee's rights under Section 7 of the National Labor Relations Act or other applicable labor laws or regulations.

1.6 EQUAL EMPLOYMENT OPPORTUNITY:

It is the policy of ALCS to seek and employ the best-qualified personnel without regard to race, color, religion, creed, national origin, citizenship or immigration status, age, sex, pregnancy (including childbirth and related conditions), marital status, sexual orientation, gender identity or expression, status of being transgender, military or veteran status, disability, predisposing genetic characteristics, domestic violence victim status, familial status, reproductive health decision making, known relationship or association with any member of a protected class, or any other protected classification protected by applicable law. It is further our policy to ensure equal opportunity for the advancement of staff members and equal treatment in all aspects regarding terms and conditions of employment, including, but not limited to, the areas of recruitment, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training. ALCS prohibits all employees from engaging in conduct that violates this policy. If ALCS determines that an employee has violated this policy, ALCS will discipline that employee appropriately, up to and including termination of employment.

We have a strong commitment to equal employment opportunity and expect the assistance and support of all employees in obtaining our objective.

1.7 EMPLOYMENT AT WILL:

Your employment with ALCS is at will. This means that neither you nor ALCS has entered into a contract (express or implied) regarding the duration of your employment. You are free to terminate your employment with ALCS at any time with or without reason. Likewise, ALCS has the right to terminate your employment, or otherwise discipline, transfer, change your schedule, or demote you at any time, with or without reason, notice, or cause.

No employee of ALCS can enter into any employment contract for a specified period of time or make any agreement contrary to this policy without written approval from the Principal. If your employment is covered by an approved employment contract, nothing in this Handbook or any oral statement shall modify or amend the terms of that agreement.

1.8 WORK EXPECTATIONS:

ALCS needs your help in making each working day enjoyable and rewarding. Your first responsibility is to know your own duties and how to do them promptly, effectively and efficiently. Secondly, you are expected to cooperate with management and your fellow employees and to maintain a good team attitude.

How you interact with fellow employees and those whom we serve, and how you accept direction can affect our success. In turn, your performance can impact the entire service offered by ALCS. Consequently, whatever your position, you have an important assignment; perform every task to the very best of your ability.

You are encouraged to grasp opportunities for personal development offered to you. This manual offers insight on how you can perform positively and to the best of your ability to meet and exceed our expectations.

We strongly believe you should have the right to make your own choices in matters that concern and control your life. We believe in direct access to the administration team. We are dedicated to making ALCS a place where you can approach any member of the team to discuss any problem or question. We expect you to voice your opinions and contribute your suggestions in an appropriate manner to improve the quality of our work environment.

1.9 REASONABLE ACCOMMODATIONS:

ALCS complies with all relevant and applicable provisions of federal and state law protecting the rights of people with disabilities, including pregnancy-related conditions. ALCS will not discriminate against any qualified employee or job applicant with respect to any terms, privileges, or conditions of employment because of a person's disability or pregnancy-related condition. Consistent with this policy of nondiscrimination, ALCS will also reasonably accommodate qualified individuals with a known disability so that they can perform the essential functions of a job unless doing so causes a direct threat to these individuals or others in the workplace and the threat cannot be eliminated by reasonable accommodation and/or if the accommodation creates an undue hardship to ALCS.

ALCS also complies with all applicable laws, including the Pregnancy Discrimination Act and the Pregnant Workers' Fairness Act (PWFA), regarding reasonable accommodations needed for pregnancy, having a child, or a medical conditions related to pregnancy. Accordingly, ALCS will engage in the interactive process and make reasonable accommodations to known limitations related to pregnancy, childbirth, or

related medical conditions for qualified employees or applicants, unless doing so would impose an undue hardship on ALCS. Examples of pregnancy-related accommodations for consideration could include providing frequent bathroom breaks and rest breaks, assistance with manual labor or lifting items, leave of absence, and breaks to express milk. ALCS will not require covered employees to take paid or unpaid leave if another reasonable accommodation is available.

ALCS will also endeavor to provide reasonable accommodations for the sincerely held religious beliefs of its employees to the extent such accommodation does not pose an undue hardship on ALCS's operations.

Employees should contact the School Business Administrator with any questions or to make a request for accommodation. Employees are encouraged to suggest appropriate methods of reasonable accommodation. ALCS will engage in a cooperative dialogue and/or interactive process with the applicant or employee to determine how the individual may be accommodated. ALCS may request the employee or applicant to provide documentation from their medical provider in order to evaluate the request for an accommodation. Any medical information received will be maintained as confidential in accordance with applicable laws and regulations. Disclosure of medical information is restricted to those limited situations where a manager or supervisor has a job related reason for the information.

ALCS will not tolerate discrimination or retaliation against an individual with a known disability, or for requesting or receiving a reasonable accommodation in accordance with this policy and as protected under applicable laws. Any concerns regarding discrimination or retaliation in violation of this policy should be promptly reported to the School Business Administrator.

2. EMPLOYMENT PROCEDURES AND CLASSIFICATIONS:

2.1 HIRING:

Upon employment by ALCS, all employees are required to complete any and all necessary forms and benefit applications as required by law or deemed necessary by the School Business Administrator or their designee.

Employment qualifications as stated by an employee or prospective employee on an employment application or related information may be checked and verified. Falsification of such information may jeopardize an employee’s standing and result in immediate termination or impact the likelihood of being hired.

All new employees will be notified in writing of their hire and depending on position may be notified annually of continued employment.

Depending on their circumstances, former employees may be considered for rehire, but will be subject to all regular hiring procedures. To be in consideration for reemployment, the applicant must have been in good standing at the time of their separation.

If employees are granted the use of employer laptops, cell phones, etc., expected conduct will be reviewed at the time of hire.

2.2 IMMIGRATION LAW COMPLIANCE:

ALCS is committed to complying with applicable federal laws and regulations regarding the verification of employment eligibility and any corresponding record keeping requirements to demonstrate that employees are lawfully authorized to work in the United States. We do not discriminate on the basis of citizenship or national origin. In compliance with the Immigration Reform and Control Act of 1986, as amended, each new employee, as a condition of employment, must complete the appropriate documents within three (3) business days of their date of hire. This includes completion of an Employment Eligibility

Verification Form I-9 and requires current documentation establishing an employee's identity and employment eligibility.

2.3 CERTIFICATION / LICENSURE:

If you are working in a capacity that requires teacher certification or other licensure, it is your responsibility to maintain such credentials and notify the School Business Administrator of any restrictions or limitations imposed upon it. Failure to maintain required credentials or licensure can jeopardize continued employment.

While we expect all of our teachers to hold valid New York State Credentials, we have the option of employing a small number of uncertified teachers. In extraordinary circumstances, in order to best meet the needs of our students, we may employ teachers working towards their certification. This decision is solely at the discretion of the Principal. When such exceptions are made, ALCS expects the employee to document steps being taken towards certification.

Employees are also expected to submit academic transcripts as part of the hiring process in addition to documentation of certification.

2.4 BACKGROUND CHECKS:

ALCS recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable and non-violent. For purposes of furthering these interests, ALCS reserves the right to investigate an individual's prior employment history, personal references and educational background as well as any other information that is reasonably available. When applicable to your position, ALCS may review an employee's credit report. ALCS will comply with the Federal Fair Credit Reporting Act and all relevant state laws.

Additionally, in compliance with applicable laws, your employment is contingent upon a successful criminal history check that is conducted as part of a conditional offer of employment. An individual may not commence employment until they have successfully completed a criminal background check except under special circumstances as approved by the Board of Trustees or their designee and in compliance with applicable state and federal laws.

ALCS reserves the right to conduct background checks on active employees, in cases where employees may be promoted, moved to a new position, given additional responsibilities or whenever it is deemed appropriate.

2.5 COMPENSATION:

It is ALCS's desire to pay all employees' wages and salaries that are competitive with other employers in the marketplace in a way that will be motivational, fair and equitable. Compensation may vary by title because of individual performance or years of experience and will be in compliance with all statutory requirements.

ALCS applies the same principles of fairness to all employees, regardless of organizational level, protected status or any other factor protected by law.

If we choose to pay a bonus, it should be considered a one-time pay out to those employees who are actively employed at the time of the payment and should not be construed as a guarantee for future compensation. If it is determined that funds are available to pay a bonus, it will be paid in accordance with the deferral exception on or before the fifteenth day of the third month of the fiscal year. Bonuses will be paid to those employees who are currently employed at the time of payout and were actively

employed in the previous school year.

Bonuses or increases in pay will be subject to fund availability and at the discretion of ALCS.

2.6 CLASSIFICATION OF EMPLOYMENT:

Employees will be classified as either an exempt salaried employee or a non-exempt hourly employee based on the criterion detailed in the Fair Labor Standards Act (FLSA) and New York State Labor Law. All employees are designated as either nonexempt or exempt under state and federal wage and hour laws:

Non-exempt: Non-exempt employees are subject to the minimum wage and overtime requirements of the FLSA and/or applicable state law. Pay is based on an hourly rate and the number of hours worked. Employees in these positions are eligible to receive overtime pay of one and a half times their regular rate of pay when they work in excess of 40 hours in a workweek. Non-exempt employees' pay is determined based on their actual hours worked.

Exempt: Exempt employees hold jobs that meet the standards and criteria established under the FLSA by the applicable federal or state law. Exempt employees will generally be paid on a salary basis which is intended to pay for all hours worked during each work week, regardless of the employee's actual hours worked or schedule. Exempt employees are not eligible for overtime pay.

2.7 CATEGORIES OF EMPLOYMENT:

Upon hire each employee will receive notification of their employment category. This categorization will determine employee insurance benefit eligibility and allotted time away from work. Employee category will be determined at hire and then continually on an annual basis.

Category 1: Factors that affect insurance benefit eligibility.

- Regular Full Time Employees: These employees are hired to work on a regular basis. They are scheduled to work, and regularly work, a minimum of 30 hours per week. Generally, Regular Full-time Employees are eligible for employer- sponsored benefits, in accordance with official benefit plan documents. Full time employees may be hired on a 10 month or 12 month basis.
- Regular Part Time Employees: These employees are hired to work on a regular basis. They are scheduled to work, and regularly work, 29 hours or less per week. Regular Part-time Employees are not eligible for employer-sponsored benefits, unless otherwise required by applicable law. These employees will have access to pro-rated holiday and personal time.
- Temporary Employees: Temporary employees are those individuals who accept employment for a specified length of time not to exceed six (6) months. As with all other employees, temporary employees remain employees at-will throughout their employment. Temporary employees are not eligible for employer-sponsored benefits, unless otherwise required by applicable law.
- On Call Employees: On call employees are those individuals who do not have a regular schedule, but may be called in on an as needed basis. These employees generally work for a specific period, function and special project or to replace a regular employee that may be absent. On call employees will be subject to benefit eligibility as directed by applicable State and Federal laws.

Category 2: Factors that affect time away from work.

- 10 Month Employees: Full time employees work up to 220 days annually and their presence is not required when the school building is closed. Full time employees have access to personal leave and will follow the academic calendar for time off. Part time employees should see Appendix A to determine how their work category is treated with regards to time away from work.
- 12 Month Employees: Full time employees are working year round and are granted personal leave and holidays in lieu of following an academic calendar for time off. Part time employees should

see Appendix A to determine how their work category is treated with regards to time away from work.

2.8 OVERTIME PAY:

There will be times when employees will need to work overtime. Employees will be given advance notice when feasible, but this will not always be possible.

Exempt Employees as defined by law are not eligible to earn overtime pay.

Non-exempt employees as defined by the law are eligible to earn overtime pay. Non- exempt employees will receive overtime pay at a rate of one and a half times their regular rate for all hours worked in excess of 40 hours per workweek.

Non-exempt employees should not work overtime hours unless they have been instructed to do so by their Supervisor or they have requested and been granted the ability to work in excess of 40 hours in a work week. Failure to obtain the requisite approval may result in discipline. With respect to counting hours towards overtime pay, leave hours taken will not be used when calculating total hours worked in a week.

2.9 COMPENSATORY TIME:

ALCS does not offer compensatory time to any employee in lieu of overtime hours worked. Non-exempt employees will be compensated with overtime pay. Exempt employees will receive their regular salaried rate for all hours worked.

2.10 SALARY PAY / SAFE HARBOR POLICY:

ALCS is committed to providing accurate compensation to all employees and complying with all applicable state and federal wage and hour laws. Although exempt employees are generally entitled to their salary for any week in which work is performed, deductions can and will be made when permitted by law. For example, an exempt employee's salary may be reduced for complete days of absence for personal reasons and incomplete initial or final weeks of work. There may also be other occasions when an exempt employee's salary may be reduced.

ALCS is also committed to complying with the salary basis requirements of the Fair Labor Standards Act for exempt employees and protecting employees against improper salary deductions. ALCS prohibits all managers and supervisors from making any improper deductions from the salaries of exempt employees. To ensure that you are paid properly for all the time worked and that no improper deductions are made, you should review your pay stub to make sure it is correct. If you believe an improper deduction has been made or have any questions, please contact the School Business Administrator. Reports of improper deductions will be investigated promptly and if it is determined that an improper deduction has occurred, the employee will be reimbursed promptly for any improper deduction made. ALCS is committed to full compliance with this policy. ALCS will not tolerate any form of retaliation against any individuals who report alleged violations of this policy, or who cooperate in the investigation of such reported violations. Anyone that engages in retaliation in violation of this policy will be subject to discipline, up to and including termination of employment.

2.11 ADJUSTMENTS TO EMPLOYEE STATUS:

ALCS may at any time, with proper notice to the employee, adjust the salary, benefits (excluding any benefits to be provided as required by law), paid time off or personal time, titles, privileges or other personnel policies for any employee, either upwards or downwards, within parameters established by the Board of Trustees. Adjustments to employee status may be based upon, but in no way are restricted

to, promotions, demotions, changes in job duties, disciplinary actions and performance adjustments.

2.12 EMPLOYEE CHANGE OF INFORMATION:

Employees are required to promptly notify the School Business Administrator of any change in name, family status, address, telephone number, emergency contacts, income tax withholding information, or other information affecting personnel data held or used by ALCS.

Certain changes will require supporting documentation, such as updated social security card, certificate of marriage, etc.

In certain cases, if the employer is not notified in a timely manner it may affect the employee's access to benefits in alignment with all applicable laws.

2.13 PERSONNEL INQUIRIES:

The task of handling personnel records has been assigned to the School Business Administrator.

When a request is made with regards to the content of an employee's personnel record or performance, no one other than the Board of Trustees, the School Business Administrator or a designee may be authorized to respond either verbally or in writing to inquiries of any type including Freedom of Information Law (FOIL) requests.

2.14 VOLUNTEERS:

In order to be classified as a "volunteer" who is not considered an employee and is not subject to minimum wage or other wage-hour requirements, an individual must meet several requirements:

- The service is performed as a public service.
- The services are not ordinarily performed by regular employees.
- There is no expectation of compensation.
- Employees are not displaced by the volunteers.

2.15 INSTRUCTIONAL EMPLOYEE DEFERRED COMPENSATION:

10 Month Employees' and 10.5 Month Employees' salaries are paid out bi-weekly over a 12 month calendar period allowing for employees to be paid during the summer months when school is not in session. Employees who start after the first teacher day of the school year will receive a prorated bi weekly rate of their annual salary which will be spread out over the current school year 12-month calendar period allowing for employees to be paid during the summer months when school is not in session.

3. TIMEKEEPING & PAYROLL:

3.1 INTRODUCTORY PERIOD:

The introductory period gives an employee the opportunity to become familiar with fellow employees, supervisors and job tasks, as well as with policies and with the culture at ALCS. The introductory period is the first 90 days of employment, but may be extended as needed at the discretion of the Principal.

Paid time off will not be granted during the first 90 days of employment, except for sick time used for a New York Paid Sick Leave purpose.

During this period, ALCS will evaluate your suitability for employment. In turn, you should be evaluating your fit to our culture. Please understand, completion of your introductory period does not guarantee continued employment, as employment is always at-will. You are free to terminate your employment at any time, with or without reason, and ALCS can do the same.

At the end of your introductory period your supervisor will discuss your job performance with you and provide feedback similar to a job performance review.

A former employee that is returning is considered an introductory employee upon rehire and is subject to the same stipulations in this policy.

3.2 WORK SCHEDULE:

The presence or absence of each employee is of critical importance to the successful operation of ALCS. Therefore, it is expected that all employees be on time, be ready to start work at the beginning of their scheduled day and to work the full allotted time they are assigned each day.

Unless approved by the Principal all regular full time salaried Employees are required to work seven hours and thirty minutes with a half hour paid lunch and all hourly Employees are required to work 8 hours with a half hour unpaid lunch.

Excessive late arrival to work may result in disciplinary action and/or a deduction of the individual's personal time.

3.3 MEAL PERIODS:

If an employee works longer than six (6) hours, which extends over the noonday meal period, the employee is required to take a minimum of a half hour unpaid lunch period. This unpaid lunch period will be between the hours of 11:00 a.m. and 2:00 p.m. at a time determined by the employee's supervisor.

An employee who starts their scheduled day prior to 11:00 a.m. and continues later than 7:00 p.m. is required to take an additional meal period of at least twenty (20) minutes between 5:00 p.m. and 7:00 p.m.

Employees are required to take their fully allotted time for meals. Employees are not permitted to perform any work during their regularly scheduled meal breaks. Should an emergency situation arise, the employee's meal period will be rescheduled. If an employee is not provided a meal period as described above, they shall notify the School Business Administrator at their earliest convenience but no later than 24 hours after the end of their workday.

3.4 TIMEKEEPING:

All employees are required to keep track of their hours worked.

Upon hire, your Supervisor will communicate with you your exact method of time collection.

Non-exempt employees must record the time they begins and end work, as well as the beginning and the ending time of each meal period. Non-exempt employees must also record any departure from work for any non-work-related reason.

Do not start work early, finish work late, work during a meal break, or perform any other extra or overtime work unless you are authorized to do so and that time is recorded on your time record. Time

records must be signed, electronically or with a signature. Records should accurately reflect those hours spent on work related activities less time taken for lunch or leave and should be rounded to the nearest fifteen (15) minute increment.

All records should be submitted at the close of the pay period. Time records that are submitted late will be processed and paid on the next regularly scheduled payday.

You are responsible for accurately recording hours worked. Non-exempt employees should review their paystubs to confirm that they have been paid for all hours worked. No employee may record hours on another employee's time card. Tampering with another employee's time record is fraud and a violation of this policy. In the event of an error in recording your time, please notify the School Business Administrator immediately.

3.5 PAY PERIODS:

Unless otherwise approved by the School Business Administrator, pay periods are two weeks in length (14 calendar days) and run from Saturday through Friday. Depending on the timing of the start date, employees may be subject to a lag payroll equal to one pay period. The standard payday is every other Wednesday.

3.6 PAYCHECK PICK UP AND DIRECT DEPOSIT:

Employees may choose to receive a live check or choose to have their paycheck directly deposited into their financial institution.

For employees that wish to receive a live check it is expected that you personally receive that paycheck. Any arrangements to have your paycheck picked up by someone other than yourself will have to be made in advance, with your prior written authorization turned into the School Business Administrator.

While we do accommodate for paycheck pick up, direct deposit is the preferred method of payment for employees. Upon hire, employees that select direct deposit will be asked to complete and submit the Direct Deposit Authorization Form to the School Business Administrator. The Authorization must be accompanied by a voided check or paperwork directly from your financial institution that shows the bank's routing number and your own account number. Employees will not be allowed to select a financial institution for direct deposit unless the account selected is in the employee's name.

After initial set up, changes to deposits may be made at any time. Changes made after payroll has been submitted to our payroll processing company will not be recorded until the following payroll.

Please note that some financial institutions may choose to deposit funds into an employee's account prior to the actual pay date. This is a function of your financial institution and is not condoned by ALCS. Additionally, ALCS does not guarantee any deposit made prior to the actual pay date. Each employee is responsible for managing their own funds in accordance with the pay date that is selected by ALCS.

Each employee, no matter the method of payment selected, will receive a paper or an electronic copy of their pay details as required by state law. All employees enrolled in direct deposit will have access to their pay stub through the Paychex Flex Portal. All employees not enrolled in direct will be able to pick up their stubs in the front office.

3.7 PAYROLL ADVANCES:

It is the policy of ALCS not to grant wage or salary advances to any employee.

3.8 PAYROLL ERRORS:

Every effort is made to avoid errors in your paycheck. An error can be defined as an overage of pay, an underage of pay or a discrepancy with respect to the deductions made from a paycheck.

If an error in pay is made causing an employee to be shorted pay, the employee should report immediately, and the correction will be promptly addressed and corrected.

3.9 PAYROLL DEDUCTIONS:

The law requires that ALCS make deductions from every employee's compensation. These deductions may take the form of mandatory deductions for taxes, authorized deductions for the benefit of the employee or deductions for wage overpayment.

Deductions for taxes are those that are taken for applicable, federal, state and local income taxes. We also must deduct Social Security taxes, state required statutory disability and unemployment from each employee's earnings. Employees are required to fill out New York State and Federal IRS documents to determine the accurate level of tax withholding from pay. These documents will be filled out at hire and then annually, or when an employee requests a change in withholding because of a change in taxable status.

Employees may also authorize the school to make payroll deductions that are for the benefit of the employee and are made for a purpose expressly permitted by the New York Labor Law, including deductions for employee contributions to group health and dental insurances and retirement plans.

Deductions may also be made for the deduction of wage overpayments, in accordance with applicable law. In the event you receive one or more inadvertent wage overpayments due to mathematical or other clerical errors, ALCS may use payroll deductions to recover the amount of the overpayment.

If you wish to contest the overpayment and terms of recovery, and/or to seek a delay in the recovery of this amount, you must follow the procedures contained in the Overpayment Dispute Resolution Process, a copy of which ALCS will provide to you before making deductions. You may also obtain a copy of the Overpayment Dispute Resolution Process from the School Business Administrator at any time. A summary of the process is below.

- **Step One:** You will receive a Wage Repayment Notice of Intent Form from the school describing the overpayment(s) and terms of recovery.
- **Step Two:** You must respond in writing to the School Business Administrator within seven calendar days of the date that you receive the school's overpayment Wage Repayment Notice of Intent Form. In that response, you must state clearly the issue(s) you are raising and explain why you are raising each issue.
- **Step Three:** the school will reply back to you in writing. The school will address the issues raised in your response, will clearly explain its position, will state whether it agrees or disagrees with your position, and will explain why it agrees or disagrees. The reply from the school will also include an invitation and seven- calendar-day window for you to meet with the School Business Administrator to discuss any disagreement that remains regarding the deduction.
- **Step Four:** Seven calendar days from the date of the meeting or expiration of the seven-day opportunity to meet, the school will provide a written notice of its Final Determination regarding the deduction.

If you have additional questions about these deductions or these procedures, please contact the School Business Administrator.

3.10 WAGE GARNISHMENT:

When or if court-ordered deductions are to be taken from your paycheck you will be notified in writing on a Garnishment Notification Form.
ALCS acts in accordance with the Federal Consumer Credit Protection Act, which places restrictions on the total amount that may be garnished from your paycheck.

4. ATTENDANCE AND LEAVE POLICIES:

4.1 ATTENDANCE EXPECTATIONS:

The presence or absence of each employee is of critical importance to the successful operations of ALCS. We expect all of our employees to be on time, ready to begin work at the beginning of their schedule and to work the full-allotted shift assigned each day.

ALCS possesses an ambitious mission, and as a result, we require our faculty and staff to commit various professional responsibilities that will best support our students. These commitments include primary duties but may also extend beyond traditional responsibilities. We seek to build student-staff relationships and ultimately strengthen our school community.

Attendance to and participation in the following events is **REQUIRED** for Building Leadership Team, Instructional Staff and other staff as mandated by their supervisors:

- Student Orientation Days
- Parent Teacher Conference Nights
- Back to School Family BBQ
- Open House
- Community Dinner
- Graduation Ceremonies

Attendance to and participation in **THREE** of the following events is **REQUIRED** for Building Leadership Team, Instructional Staff and other staff as mandated by their supervisors:

- Science Fair
- National Honor Society Induction
- Athletic Banquet
- Art Show & Poetry Café
- Other School Events as Scheduled

Attendance to and participation in the following events is **REQUIRED** for Building Leadership Team, Instructional Staff:

One Student Support Team (Intervention) Meetings once per week from 3:30 – 4:30 p.m. on Wednesdays.

Building Leadership Team and Instructional Staff are **REQUIRED** to join one Club or Committee and participate in monthly meetings established by Building Principals and/or Club lead:

- Family Action
- Health and Wellness
- Social Emotional Learning (SEL)
- Cultural Team
- Non-Stipend Club Advisor

ALCS feels strongly about giving back to our community and participating in community service events. All students are required to complete 100 community service (service learning) hours by the end of their senior year. Throughout the school year, ALCS will be participating in different community service opportunities as a group to help support and give back to our communities. Attendance to and participation in ONE ALCS community service opportunities are REQUIRED for Leadership Team, Instructional Staff, and other staff as mandated by their supervisors. **All staff are required to wear ALCS supplied polo shirts to all school events.**

Please reference the ALCS Calendar for specific dates and times.

4.2 TELECOMMUTING OR WORKING FROM AN OFFSITE LOCATION:

Employees are only permitted to work from an offsite location with approval from their immediate supervisor, with an approved Telecommuting Work Arrangement or to attend an approved off site seminars.

Before granting permission for off site work arrangements supervisors should know the specific work to be performed and the projected amount of time expected. Only Exempt employees will be allowed this level of flexibility with their work arrangement, except in specially approved circumstances. It is expected that non-exempt employees leave all work materials at the work site and not engage in work outside of scheduled hours.

Under no circumstances are employees permitted to work at home without prior permission. Any attempt to do so, with or without reporting such time, will be considered a violation of policy.

4.3 AUTHORIZED ABSENCE FROM WORK:

ALCS recognizes that from time to time it may be necessary for you to be absent from work. Time off is provided to eligible employee to address time away from work. Leave is granted based upon employment category as detailed earlier in this handbook. Time may be granted as personal or holiday time depending on employee category and will be reviewed in the upcoming sections of this manual. **Authorized absences from work are those that are previously arranged or are due to emergency or illness call in that is accepted and can be verified if requested.**

4.4 REPORTING ABSENCE OR TARDINESS:

If you anticipate an absence or tardiness in advance of the date of such absence or tardiness, notify your Supervisor as far in advance as possible to request approval for such absence or tardiness. Followed by emailing all lesson plans and dates of anticipated absences to **Coverage@albanyleadership.org**. If you will be absent or tardy due to an emergency, unexpected illness or other unexpected reason, you are expected to contact your supervisor and the person designated to find coverage for you as soon as it is safe for you to do so to report your absence or lateness. Absences or tardiness should be reported by emailing **Coverage@albanyleadership.org** and employees' direct supervisor by 6:00am. If you are unable to report your absence or tardy yourself due to a serious illness or emergency you may have a relative or medical professional call on your behalf. Provided that your call in is accepted as an authorized absence you will be allowed to use leave. The act of calling in does not guarantee that the absence is authorized.

Failure to report absences in accordance with this policy will be considered a violation of policy, and may subject employees to disciplinary action.

4.5 CONTINUED OR EXCESSIVE ABSENCE:

Where an employee's absences are protected under the Family and Medical Leave Act or by other applicable laws, including where the employer grants time off as a reasonable accommodation under the Americans with Disabilities Act ("ADA") and/or New York State Human Rights Law for an employee's disability, such absences are not grounds for discipline, provided the employee complies with their obligations under those laws. This includes the employee's need to respond to the employer's permissible requests for information sufficient to evaluate the employee's entitlement to such leave, and with their obligation to provide notice of such absences in accordance with the Attendance and Leave Policies and applicable laws.

Excessive unexcused absenteeism or tardiness will result in discipline up to and including termination. ALCS will not discipline an employee for absences related to the following:

- **Approved NYS Paid Sick Leave, NYS Paid Family Leave, or FMLA;**
- **Absence provided as reasonable accommodation of known disabilities, sincerely held religious practice or belief, or status as a victim of domestic violence;**
- **Requested and approved time off prior to being scheduled to work; or**
- **Any other legally protected absence.**

4.6 LEAVE APPROVAL:

All requests for scheduled paid time off must be submitted in writing a minimum of **one week** in advance and approved by your Supervisor. Every effort will be made to ensure that the employee's time off is at a time of their choosing. To ensure minimum disruption, however, work schedules may need to be coordinated. For 10-month employees, as determined by your supervisor, paid time off (other than time off for a New York State Paid Sick Leave purpose) may not be taken:

- August through the first two weeks of school
- Immediately before or after a holiday or school break, including long weekends
- During professional development days or during professional development Friday afternoons
- On State or Internal Testing Days
- On Parent-Teacher Conference days
- On WeLead Days
- During the month of June

Request for leave is not considered approved until your direct supervisor has approved your request in writing.

Notice of absence from work due to illness must be provided to the Employee's Supervisor or their designee prior to 6:00 a.m.

Employees should only be leaving the building during work hours for their lunch, unless otherwise approved by Building Principals.

Employees may not request paid time off after notice of resignation (other than time off for a New York State Paid Sick Leave purpose).

4.7 PERSONAL LEAVE REIMBURSEMENT:

Upon separation from employment, ALCS will payout unused personal time (of up to ten days) for 12-month full time and part time administrative employees, provided that the employee meets the

requirements of the resignation policy in this handbook and is an employee in good standing at the time of separation. 10 month, 10.5 month and instructional employees are not eligible for personal leave payout upon separation of employment. All other unused personal time is forfeited upon separation of employment.

The School will not provide pay out for unused holidays.

Employees who are involuntarily terminated are not eligible to be compensated for unused Personal Leave.

No payment will be made as compensation for time off falling after the date of resignation or termination.

4.8 HOLIDAY LEAVE:

Unless otherwise provided for as approved by the Principal, holiday leave for 12-month employees will be observed on the following days during which we will be closed and you will not be expected to work.

- New Year's Day
- Martin Luther King, Jr. Day
- President's Day
- Friday before Easter
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Columbus Day
- Thanksgiving Day
- Friday after Thanksgiving Day • Christmas Eve
- Christmas Day
- Lunar New Year

If a holiday falls on a Saturday, it will be observed on the previous Friday. If it falls on a Sunday, it will be observed on the following Monday.

Regular part time employees will be paid for holidays on a prorated basis.

Regular full time employees who are eligible for holidays, but are working less than 40 hours will receive holiday payment on a prorated basis.

Employees are granted holidays upon hire. Employees are required to take the Holidays listed above on the date designated. Holidays do not carry over from year to year and will not be paid out upon termination.

The Chairman of the Board of Trustees retains the right at any time to declare a "School Holiday" whereby the school will officially be closed.

Employees are not eligible to receive Holiday pay if they are on an unpaid leave of absence.

4.9 PERSONAL LEAVE:

Unless otherwise provided for as approved by the Principal, personal leave for eligible employees, is as detailed in Appendix A.

To minimize disruption in the classroom and throughout schools, Instructional Staff must take leave in two-hour blocks, and Administrative/Non-Instructional Staff must take leave in one-hour increments.

10-Month employees are not allowed to use personal leave for vacation purposes. This leave is to be used for personal matters that can't be handled after school hours or for sick days.

Unused leave may be rolled over from year to year, but an employee's use of personal leave will be capped in accordance with Appendix A. Requests to use leave should be made in writing to the staff member's supervisor and granting of such leave is conditional upon approval.

Part time employees will be granted and able to roll over personal leave on a prorated basis.

In cases of extended sickness or justifiable depletion of leave, additional time may be granted at the discretion of the Principal. The Principal retains the right to require the use of leave prior to granting additional leave.

Notice of absence from work due to illness must be provided to the Employee's Supervisor or their designee prior to 6:00 a.m. When possible, in the event of a foreseeable extended illness, 30 days advance notice should be given to the Employee's Supervisor.

A doctor's note *will* be required for absences of three days or more that are for a Paid Sick and Safe Leave purpose, outlined below.

Personal Leave and Paid Time Off will only be paid out to full time and part time 12- month administrative employees who are in good standing at time of separation and who provide the requisite amount of notice. All other categories of employment will forfeit leave at time of separation.

4.10 PAID SICK AND SAFE LEAVE:

New York Paid Sick Leave Law (PSL) requires employers to provide paid sick leave for employees, if they meet specific criteria. ALCS's Personal Leave Policy for full-time employees meets or exceeds any leave that an employee would otherwise be entitled to under the New York Paid Sick Leave Law, and therefore personal leave hours are inclusive of PSL hours. Employees who are eligible for personal leave may use personal leave for any purpose, including the NY PSL purposes, as set forth in greater detail below. For recordkeeping purposes, ALCS will track hours separately.

<u>Paid Sick Leave for Employees Who Are Not Otherwise Eligible for Personal Leave</u> Employees who are not otherwise eligible for personal leave, including part-time, per diem, temporary, and seasonal employees will accrue Paid Sick Leave at a rate of one (1) hour per every thirty (30) hours worked by the employee, up to a maximum of forty (40) hours in each calendar year (January 1 – December 31) ("Paid Sick Leave"). Paid Sick Leave will begin to accrue on an employee's first day of employment. Leave under this section is available for use only for NY PSL, as set forth below. Unused Paid Sick Leave will carryover between calendar years.

<u>NY PSL Purposes</u>
Eligible employees may use up to forty (40) hours of Personal Leave for a PSL purpose per calendar year, and all other employees may use up to forty hours of Paid Sick Leave per calendar year, for the reasons set forth by the NY PSL, which include:

- The mental or physical illness, injury, or health condition of the employee, regardless of whether such illness, injury, or health condition has been diagnosed or requires medical care at the time that such employee requests such leave, as well as the diagnosis, care or treatment of the same, including preventative medical care;

- The mental or physical illness, injury, or health condition of an employee's family member, regardless of whether such illness, injury, or health condition has been diagnosed or requires medical care at the time that such employee requests such leave, as well as the diagnosis, care or treatment of the same, including preventative medical care;
    - "Family member" is defined as an employee's child (including biological child, adopted child, foster child, a legal ward, or a child for whom the employee stands "in loco parentis"), spouse, domestic partner, parent (including biological parent, foster parent, step-parent, adoptive parent, legal guardian, or an individual who stood " in loco parentis" to the employee as a minor child), sibling, grandchild or grandparent, and the child or parent of an employee' s spouse or domestic partner.
- An absence from work when an employee or an employee's family member has been the victim of domestic violence, a family offense, sexual offense, stalking, or human trafficking, including leave to:
    - Obtain services from a domestic violence shelter, rape crisis center, or other services program;
    - Participate in safety planning, temporarily or permanently relocate, or take other actions to increase the safety of the employee or the employee's family members;
    - Meet with an attorney or social services provider to obtain information and advice on, and prepare for and participate in, any criminal or civil proceeding;
    - File a complaint or domestic incident report with law enforcement;
    - Meet with a district attorney's office;
    - To enroll children at a new school; and
    - Take any other actions necessary to ensure the health or safety of the employee or the employee's family member, or to protect those who associate or work with the employee.

Effective January 1, 2025, pregnant employees will be entitled to use an additional twenty (20) hours, beyond the forty (40) hours of Paid Sick Leave provided, of paid prenatal leave per calendar year. Paid prenatal leave may be used for physical examinations, medical procedures, monitoring and testing, and discussions with health care providers related to pregnancy.

**An employee who has committed domestic violence, a family or sexual offense, stalking, or human trafficking is not eligible for paid leave for purposes of this policy, nor may this leave be used on behalf of an employee's family member who has engaged in any such conduct.

<u>NY PSL Definitions</u>

For purposes of employees' use of personal leave for NY PSL purposes and use of Paid Sick Leave by all other employees, the following definitions shall apply:

- *Confidential Information* means individually identifiable health or mental health information, including but not limited to, diagnosis and treatment records from emergency services, health providers, or drug and alcohol abuse prevention or rehabilitation centers. Confidential information also means information that is treated as confidential or for which disclosure is prohibited under another applicable law, rule, or regulation.
- *Domestic Partner* shall have the same meaning as Domestic Partner, as set forth in section 2961(6-a) of the New York Public Health Law.
- *Family Member* means an employee's child (including biological child, adopted child, foster child, a legal ward, or a child for whom the employee stands "in loco parentis"), spouse, domestic partner, parent (including biological parent, foster parent, step-parent, adoptive parent, legal guardian, or an individual who stood "in loco parentis" to the employee as a minor child), sibling, grandchild or grandparent, and the child or parent of an employee's spouse or domestic partner.
- *Family Offense* includes any offense enumerated in section 812(1) of the New York Family Court Act, where such acts are between current and former members of the same family or household, as defined therein.

- *Human Trafficking* means an act or threat of an act that may constitute sex trafficking, as defined in section 230.34 of the Penal Law, or labor trafficking, as defined in section 135.35 and 135.36 of the Penal Law.
- *Mental Illness* shall have the same meaning as mental illness, as set forth in section 1.03(20) of the New York Mental Hygiene law
- *Preventative Medical Care* means routine health care including but not limited to screenings, checkups, and patient counseling to prevent illnesses, disease, or other health problems.
- *Sexual Offense* means any act, or threat of an act, specified within Article 130 of the New York State Penal Law.
- *Stalking* means any act, or threat of an act, that constitutes the crime of stalking as defined by Article 120 of the New York State Penal Law.

Documentation Requirements

Where an employee is absent for three (3) or more consecutive days for a PSL purpose, ALCS may require an employee to provide documentation supporting their need for use of personal leave or Paid Sick Leave for a NY PSL reason, the amount of leave needed, and return date. The documentation required in such instances will be limited to that permitted by applicable law.

Employees will not be required to disclose Confidential Information to use personal leave or Paid Sick Leave for NY PSL purposes.

Notice Requirements

The organization requires notice of employee's need to use personal leave or Paid Sick Leave for NY PSL reasons as soon as possible, but in all cases, notice must be given prior to taking personal leave or Paid Sick Leave. Notice can be given orally or in writing and should follow the organization's generally applicable procedure for requesting time off.

Interaction with Other Types of Leave

personal leave and Paid Sick Leave taken for NY PSL purposes will run concurrently with leave under the Family and Medical Leave Act. The organization will also allow employees to elect to use personal leave or Paid Sick Leave concurrently with leave under the New York Paid Family Leave Act when applicable.

Restoration to Employment

At the conclusion of an employee's personal leave or Paid Sick Leave for NY PSL reasons, the employee will be returned to the employee's previously held position.

Retaliation

Any form of discipline, reprisal, intimidation, retaliation, or discrimination against any individual for requesting personal leave or Paid Sick Leave for NY PSL reasons, or filing a complaint for violations of this policy as it relates to NY PSL is strictly prohibited.

The organization is committed to enforcing this policy and prohibiting retaliation against employees who request personal leave or Paid Sick Leave for NY PSL reasons under this policy, or who file a related complaint. If employees feel that they or someone else may have been subjected to conduct that violates this policy, they should report it immediately to Human Resources.

4.11 PAID FAMILY LEAVE:

Albany Leadership Charter School for Girls provides eligible employees with paid family leave. Please see Appendix E, Paid Family Leave, for more details.

4.12 FAMILY AND MEDICAL LEAVE ACT:

ALCS provides eligible employees the opportunity to take unpaid, job-protected leave in accordance with the Family and Medical Leave Act ("FMLA") of 1993 for certain family and medical reasons. Please contact your supervisor or the School Business Administrator as soon as you become aware of the need for a family and/or medical leave. The following is a summary of relevant provisions.

Eligibility:

To qualify to take Family and Medical Leave Act ("FMLA") leave under this policy, the employee must meet the following conditions:

- The employee must have worked for ALCS for 12 months. The 12 months need not have been consecutive. For eligibility purposes, an employee will be considered to have been employed for an entire week even if the employee was on the payroll for only part of a week or if the employee is on leave during the week.

- The employee must have worked at least 1,250 hours during the 12-month period immediately before the date when the leave is requested to commence. The principles established under the Fair Labor Standards Act (FLSA) determine the number of hours worked by an employee. The FLSA does not include time spent on paid or unpaid leave as hours worked. Consequently, these hours of leave should not be counted in determining the 1,250 hours eligibility test for an employee under FMLA.

Amount of Leave and Qualifying Reasons:

In accordance with the FMLA, ALCS will grant up to 12 weeks (or up to 26 weeks of military caregiver leave to care for a covered service member with a serious injury or illness) during a 12-month period to eligible employees for any of the following reasons:

- The birth of a child and in order to care for such child, and/or for incapacity due to pregnancy, prenatal medical care or childbirth.
- The placement of a child with the employee for adoption or foster care.
- To care for a spouse, child or parent with a serious health condition (Under the FMLA, a "spouse" means a husband or wife as defined under the law in the state where the employee resides, including same-sex marriages in states that legally recognize such civil unions).
- The serious health condition (described below) of the employee that makes the employee unable to perform the employee's job.
- A "qualifying exigency" (as determined by the U.S. Department of Labor regulations) arising out of the fact that a spouse, son, daughter, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency plan.
- Leave to care for a family member (son, daughter, parent or next of kin) who is a covered military service member. For purposes of this policy, a covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred or aggravated in the line of duty while on active duty that may render the service member medically unfit to perform duties of the member's office, grade, rank or rating for which the service member is undergoing medical treatment, recuperation or therapy; or is in outpatient status; or is on temporary disability retired list. This also includes veterans who are undergoing medical treatment for a serious injury or illness that was incurred or aggravated in the line of duty while on active duty at any time during the five years

preceding the date of treatment. An employee who qualifies for military caregiver leave is entitled to up to 26 weeks unpaid leave for this reason during a 12-month period.

Additional information regarding FMLA is attached to this Handbook as Appendix D.

4.13 DISABILITY LEAVE:

If you are absent from work for more than seven (7) days due to a non-work-related injury or illness, you may be eligible for New York State short-term disability benefits under the law. In order to be eligible for short-term disability benefits, you must have become injured or ill while not at work but must be employed, or recently employed, at the time of illness or injury. Additionally, pregnancy is covered as a short-term disability.

To request a disability leave of absence, you should submit a leave request to the School Business Administrator along with a statement of ill health or disability from your health care practitioner. At that time the School Business Administrator will require you to fill out the additional paperwork needed to submit to our insurance carrier.

An approved disability leave may be granted for up to 12 weeks (concurrent with) leave granted under FMLA. An Employee's continued absence from work beyond the leave granted will result in a time period to explore, through an interactive process, reasonable accommodations.

Whenever possible, you are required to give as much notice as possible of your pending need for a disability leave of absence.

In the case of pregnancy, please inform your supervisor as soon as possible of the date you and your health care practitioner anticipates that you will begin your leave. Your job status will be protected in that we will make every effort to hold your position open for up to twelve weeks, or return you to an equivalent position if one is available, for which you may be qualified.

At the time the disability leave begins, any personal leave will be used to supplement your disability payment, not to exceed your regular daily or salaried rate of pay.

Prior to returning from disability leave you may be required to provide a written release from your treating physician specifying that you are physically able to return to your job, and, if applicable, describing any restrictions under which you may work and the length of time those restrictions will be in place.

4.14 BEREAVEMENT LEAVE:

Employees may be granted Bereavement Leave, subject to a determination of your supervisor. Bereavement Leave is to be used to attend the funeral or to mourn the death of an immediate family member. For the purposes of this section, "immediate family" is defined as a spouse, domestic partner, child, sibling, parent, grandparent, any other relative permanently residing with the Employee, or any other person as defined by the Principal.

All Employees must request the use of Bereavement Leave your supervisor, and granting of such leave is conditional upon their approval. Employees will be granted *up to* three days to mourn the loss of a loved one. In certain cases the Principal may extend leave.

Employees may be required to provide proof to the employer of the need for bereavement leave.

4.15 JURY DUTY LEAVE:

Full-time regular Employees who are called to serve on a jury panel will be eligible to serve and will receive regular full-time pay for the first ten (10) days of jury duty at their regular rate of pay for the hours that the employee was scheduled to work for those days. Thereafter, for the extent of the jury duty, Employees will be granted unpaid leave. All other employees summoned for jury duty will receive the first $40.00 of their daily wage for the first three days of jury service. Subject to the approval of the Principal an Employee may request the use of leave of any type instead of or in combination with the leave provisions noted in this section. Employees will be paid a supplement to the daily court pay not to exceed the employee's regular daily rate.

Any Employee called to jury duty should present a copy of their jury duty papers to the School Business Administrator as soon as they are received for timekeeping records.

Employees that are dismissed from Jury Duty prior to the end of their workday should report to work until the end of their scheduled day.

4.16 MILITARY DUTY AND MILITARY SPOUSE LEAVE:

Employees who serve in Federal and State Military Organizations may take the necessary time off without pay to fulfill this obligation, and will retain all of their legal rights for continued employment under existing laws. These employees may use leave if they wish, but they are not obligated to do so.

In accordance with New York State law, ALCS will grant up to ten days unpaid leave to employees who regularly work 20 or more hours per week and who are spouses of service members if: (1) the employee's spouse is a member of the United States Armed Forces, National Guard or Reserves; and (2) the employee's spouse is on leave from deployment during a time of military conflict.

You are expected to notify your supervisor as soon as you are aware of the dates you will require leave so that arrangements can be made for replacement during this absence.

4.17 BLOOD DONATION LEAVE:

ALCS provides leave time to employees who work an average of at least 20 hours per workweek for the purpose of donating blood. Employees will be granted up to three (3) hours of unpaid leave in each calendar year to donate blood off-premises. Employees must provide their supervisor with at least one week of notice of their intent to take leave to give blood. Employees who take leave for off-premises donation will be required to show proof of their donation activity.

4.18 BONE MARROW DONATION LEAVE:

Employees who work an average of at least 20 hours per workweek and who need scheduled time off of work to undergo a medical procedure to donate bone marrow are eligible for unpaid leave up to three days, not to exceed 24 hours of leave in combined length during any 12 month period. This leave should be scheduled in advance with the Principal. Employees who take leave for donation will be required to show proof of their donation activity. Employees may use available leave if they wish to be paid for this time.

4.19 VOTING LEAVE:

ALCS encourages all employees to exercise their voting privileges in local, state and national elections. If you cannot vote in a public election before or after working hours, then you will be allowed sufficient time off to go to the polls. Employees who have at least four consecutive hours between the opening of the polls and the start of their shift, or the end of their shift and the closing of the polls will be deemed to have sufficient time to vote outside of their working hours. The school will pay for you for up to the

first two hours of the absence from regularly scheduled work that is necessary to vote in a public election. Any additional time off for this purpose will be without pay. This leave should be scheduled in advance with the Principal.

Employees may use available leave if they wish to be paid for this time.

4.20 LEAVE DUE TO INCLEMENT WEATHER:

ALCS may be closed due to inclement weather, at the discretion of the Superintendent/ CEO. In the case of closure employees will be notified through local media outlets. If classroom time is lost because of inclement weather, classroom days may be added at the end of the school year.

Unless a closing is announced you will be required to report to work as scheduled. In cases when ALCS is not closed, but weather conditions make it impossible for you to travel to and from work, you may make a request to leave from your supervisor, but you will be required to use your own leave time. If you are calling in to work, you should use the same call in procedures required of a sick day. If ALCS is not closed, you will be required to use your leave time.

4.21 VICTIM AND WITNESS LEAVE:

In compliance with the New York State Penal Code, ALCS recognizes the employee's right to take unpaid time off to exercise their right as a victim, consult with a District Attorney in regards to a criminal procedure or exercise rights to appear as a witness.

Under the law, victims include the aggrieved party or the next of kin of a deceased aggrieved party, the representative or guardian of a victim, a Good Samaritan (citizen who assists in an arrest or prevents a crime) or someone pursuing an application for an order of protection under Criminal Procedure Law or the Family Court Act.

Employees may use available leave if they wish to be paid for this time.

Time off for court appearances as a party to any civil litigation is not compensated and the employee must arrange for time off without pay or use paid leave for such appearances.

4.22 BREAKS FOR NURSING MOTHERS:

ALCS allows break time during the workday to employees who are nursing to express breast milk. An employee is entitled to this unpaid break time for the expression of breast milk for up to three (3) years following the birth of their child. ALCS has designated a room for purposes of lactation. Each room is furnished with a chair, a small table, a nearby sink with clean, running water and a workspace supplied with electricity and an electrical outlet. Employees may use refrigerator for employee use to store breast milk. ALCS is not responsible for ensuring the safekeeping of expressed milk stored in any refrigerator on its premises. Employees are required to store all expressed milk in closed containers and to bring such milk home each evening.

ALCS will provide thirty (30) minutes of paid break time each time a nursing employee has the reasonable need to express breast milk. Employees will be permitted to use regularly scheduled paid break or mealtime for time used to express breast milk in excess of thirty (30) minutes. An employee may require a different break schedule and, if so, they should notify their supervisor who will work with them to accommodate their needs. The employee may be required to postpone a scheduled break time for no more than 30 minutes if they cannot be spared from their duties until appropriate coverage arrives.

Prior to returning from parental leave, ALCS will send a copy of this policy to the employee (either electronically, by mail to the employee's last known address, or both). Employees should request the need for an accommodation to express breast milk in the workplace by contacting Human

Resources/Benefit Administrator. Such request may be made orally or in writing. The employee's supervisor and/or Human Resources/Benefit Administrator will work with the employee to identify a schedule and location for when and where the employee can express breast milk during work in accordance with this policy. ALCS will respond to a request for a lactation accommodation as quickly as possible but under no circumstances will this amount of time exceed five (5) business days.

ALCS understands that an employee's needs with respect to expressing breast milk may change over time. Accordingly, an employee may request a change in any accommodation by contacting School Business Administrator and expressing the need for such change. The employee should identify what the proposed change is in the request to facilitate the interactive process.

ALCS will not discharge, threaten, penalize, or in any other manner discriminate or retaliate against an employee for exercising their rights under this policy and applicable laws with respect to requesting or using reasonable accommodations related to expressing breast milk in the workplace. ALCS will not tolerate any such discrimination or retaliation. If an employee believes they have been subject to discrimination or retaliation in violation of this policy, they should promptly report it to Director of Finance and Administration.

4.24 EMERGENCY RESPONDER VOLUNTEER:

Employees who serve as members of volunteer fire departments and volunteer ambulance squads will be permitted to take time off from work when the Governor declares a state of emergency, unless granting such leave would impose an undue hardship on ALCS's business. In general, the leave will be unpaid, but employees may choose to use any form of paid leave to which they would be entitled.

To be eligible for leave, employees must provide prior written documentation regarding their volunteer status or their duties as a volunteer firefighter or member of a volunteer ambulance service must be related to the declared emergency.

Following an employee's return from such leave, an employer may request a notarized statement from the head of the volunteer fire department or volunteer ambulance service, certifying the period of time(s) that the employee responded to an emergency.

4.25 LEAVE FOR VICTIMS OF DOMESTIC VIOLENCE:

An employee who is a victim of domestic violence, sex offenses, or stalking will be provided with leave for a reasonable period of time for any of the following qualifying reasons:

- To seek medical attention for injuries caused by domestic violence, including for a child who is a victim of domestic violence, provided that the employee is not the perpetrator of the domestic violence against the child;
- To obtain services from a domestic violence shelter, program, or rape crisis center as a result of domestic violence;
- To obtain psychological counseling related to an incident or incidents of domestic violence, including for a child who is a victim of domestic violence, provided that the employee is not the perpetrator of the domestic violence against the child;
- To participate in safety planning and taking other actions to increase safety from future incidents of domestic violence, including temporary or permanent relocation; or
- To obtain legal services, assisting in the prosecution of the offense, or appearing in court in relation to the incident or incidents of domestic violence.

Employees requesting time off for qualifying reasons under this policy are required to provide ALCS with reasonable advance notice of their need to take leave, unless advance notice is not feasible. If advance notice is not feasible, the employee must provide ALCS with certification for the accommodation as soon as practicable after the returning to work from the absence. A certification may be any of the following:

- Documentation from an employee, agent, or volunteer of a victim services organization, an attorney, a member of the clergy, or a medical or other professional service provider from whom the employee (or the employee's family or household member) has sought assistance in addressing domestic violence, sex offenses, or stalking and the effects of the violence or stalking;
- A police report indicating that the employee or their child was a victim of domestic violence; • A court order protecting or separating the employee or their child from the perpetrator of an act of domestic violence;
- Other evidence from the court or prosecuting attorney that the employee appeared in court;
- Documentation from a medical professional, domestic violence advocate, health care provider, or counselor that the employee or their child was undergoing counseling or treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence; or
- Other corroborating evidence.

Employees requesting to take leave under this policy are required to use all accrued paid time off available (vacation/personal time, sick leave where permissible), prior to taking unpaid leave.

An employee with a physical or mental disability resulting from domestic violence can request reasonable accommodations and will be treated in the same manner as any other employee with a disability.

ALCS will maintain all information received in the strictest confidence, except to the extent the employee requests or consents to disclosure in writing, or where otherwise required by federal, state, or local law.

Employees will not be discriminated or retaliated against for exercising their rights under this policy.

Employees with questions about this policy should contact [APPROPRIATE TITLE].

4.26 GENERAL LEAVE OF ABSENCE:

Occasionally, for personal reasons, you may need to be temporarily released from the duties of your position. It is our policy to allow you to apply for and be considered for these leaves.

Each leave request shall provide sufficient detail such as the reason for leave and the expected duration of the leave. General Leave with or without pay may be granted at the discretion of the Principal.

4.27 OTHER EMPLOYMENT WHILE ON LEAVE:

If you accept any employment or go into business while on a leave of absence from ALCS, you will be considered to have voluntarily resigned your employment with ALCS as of the day on which you began your leave of absence.

5. SEPARATION OF EMPLOYMENT:

5.1 BREAKS IN SERVICE:

If an employee voluntarily terminates their position with ALCS prior to one year of service, no time in service will be granted should they be rehired at a later date. If a person with more than one year of service leaves and then returns to regular employment at a later date, credit for prior service per 401(k) plan documents and pay scale equivalents will be given if they return to work within six (6) months of the prior date of termination. Leave will be pro-rated for returning employees.

5.2 ELIMINATION OF POSITIONS:

From time to time, it may be necessary to phase out or eliminate certain positions. An orderly process will be established by the Principal to guide such a phase out if necessary.

Administrative staff whose positions are eliminated will be paid for up to two weeks of unused personal leave time as of the exit date. No personal leave will be paid out to Instructional staff. Any employee who is terminated because their position is eliminated or phased out is not entitled to compensation for unused holiday time.

5.3 TERMINATION OF EMPLOYMENT:

Both the employee and the employer have the right to terminate employment with or without cause, at any time.

Voluntary termination from employment will generally occur when an employee resigns or retires. 12-month employees that separate on a voluntary basis and meet the required 2-week resignation time period will be paid out for unused personal time as detailed in section four of this handbook. All other time will be forfeited.

Involuntary termination of employment is initiated by ALCS and will result in the discharge of the employee. Employees that are involuntarily terminated forfeit all paid time off (including personal time) and will receive no payout at the time of termination.

Any employee who is terminated or resigns must return all ALCS property that may include but is not limited to keys, identification cards, security codes and passwords, computers or laptops, phones and office materials.

No information or copies of information, including but not limited to, files, memos, contact lists or similar information may be taken by an employee without express permission of the Principal.

5.4 RESIGNATION:

An Employee who wishes to resign is required to give written notice prior to the desired resignation date. All employees are required to give a minimum of 30 days advance written notice.

Employees are expected to work through their entire notice period. It is our policy to deny use of leave time during this period (except for leave used for a New York Paid Sick Leave purpose or other protected leave), however in extreme circumstances if unpaid leave time is granted, we may extend the resignation date to meet the requirements of the notice period.

Regular full-time employees who resign in accordance with the provisions of this section may be provided with compensation for unused personal leave as described in section four or deferred compensation as described in section two of this handbook.

If an Employee fails to give proper notice prior to their desired resignation date, that Employee shall forfeit compensation for any unused leave they may have. Such an Employee remains eligible for any salary due.

5.5 EXIT INTERVIEWS:

In the event of your separation from employment, the School Business Administrator may conduct an exit interview with you to discuss your reasons for leaving and any other impressions that you may have

about us. During the exit interview you will be given the opportunity to provide insights into improvements that can be made at ALCS.

6. COMMUNICATION, EVALUATION & CONDUCT EXPECTATIONS

6.1 OPEN DOOR COMMUNICATIONS:

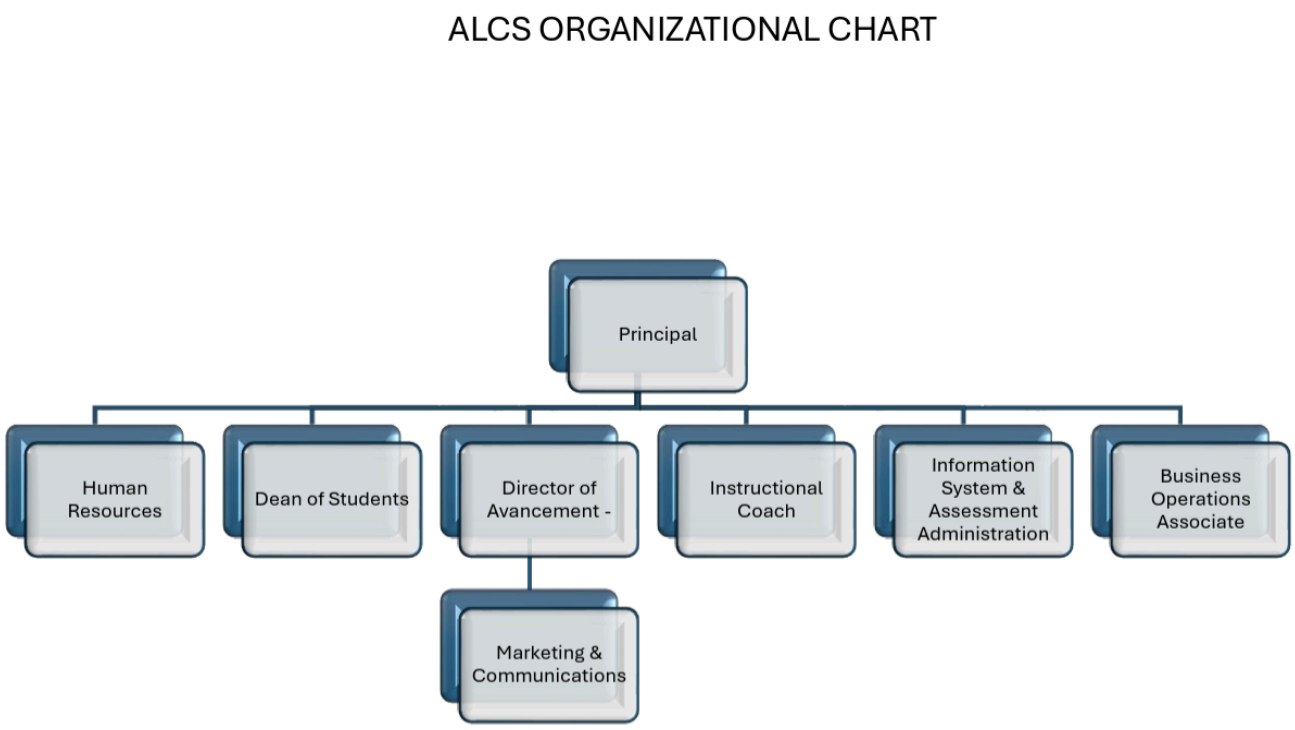
Open communication is an important part of good working relationships. Employees are encouraged to speak informally with their supervisor about any suggestions, questions or concerns they may have. Any information discussed in an open communication meeting will be kept confidential to the extent practicable under the circumstances.

Additionally, ALCS encourages you to professionally discuss any issues that you may have with a co worker directly if you feel comfortable doing so. For general conflict resolution, employees should first seek to resolve the issue with their peer, and then together utilize the chain of command.

Please remember it is counter-productive to a harmonious workplace for employees to create or repeat rumors. It is more constructive for employees to directly consult the employer to seek resolution.

6.2 CHAIN OF COMMAND:

ALCS maintains a “Chain of Command” as it relates to who is in charge in the absence of the building leader and is authorized to make decisions concerning pressing matters. Please refer to the list below. As Leaders are absent, Chain of Command will default to the next position on the list should all of the preceding Leaders be out of the Building.



6.3 PERFORMANCE REVIEWS:

Because we want you to grow and succeed in your job, ALCS conducts formal reviews of all staff each year. Your supervisor will conduct evaluations with input from the Principal or Principal designee. The evaluation process will include informal check-ins and an annual face-to-face evaluation and a written summary in the third quarter of each school year. The written summary will be placed in the employee's personnel file and copied to the employee.

The Principal, in collaboration with Executive Leadership, will determine the format of the evaluation.

Positive job performance reviews do not guarantee a pay raise or continued employment. Pay raises and promotions are based on numerous factors, only one of which is job performance. The employee will be notified of any changes in salary that are warranted based upon the results of this evaluation.

6.4 PROBLEM SOLVING PROCEDURES:

Any employee wishing to formally file a grievance about a procedure, action, or directive of another employee or supervisor should notify their supervisor or the Principal in writing as soon as possible after such procedure, action, or directive has occurred. Employees should observe the chain of command when filing a grievance where possible. The Principal or designee shall be the investigator and final arbiter of all such grievances.

In the event that the complaint involves a procedure, action, or directive of the investigator or final arbiter, an employee may file a written complaint with the Principal and the
Principal shall serve as the final arbiter of the complaint. In the event that the complaint involves the Principal, the employee should submit their complaint to the Chair of the Board.

This procedure only covers active employees and does not apply to terminations and may not be utilized by terminated employees.

6.5 EMPLOYEE DISCIPLINE:

ALCS maintains the highest standard of conduct and job performance for all of our employees. Conduct is how an employee behaves on the job and performance is how well an employee completes their job. We value and acknowledge every employee's effort to meet those standards.

We recognize that on occasion there will be individual lapses in conduct or performance. The principal purpose of employee discipline is to be corrective and not punitive. In general, the employee is provided

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with a reasonable opportunity to improve where appropriate. Discipline may be initiated at any time during an employee's service.

The progressive discipline process generally consists of four steps:

1. Verbal Warning
2. Written Warning
3. Final Written Warning (accompanied by suspension without pay or Performance Improvement Plan if warranted by the infraction)
4. Termination of Employment

Some circumstances, such as the commission of a severe transgression, may warrant skipping one or more steps in the process and may result in immediate termination.

Progressive discipline is an ongoing process taking prior instances into account. The discipline process does not start over each time a different problem arises.

All discipline will remain in effect for the period of one year. If there are no further violations during the warning period, the discipline will be retained in the employee's personnel file, but will be considered inactive.

Employees with current discipline on file may not be eligible for promotions or transfers during the warning period. Employees with current final warnings may not be eligible for salary increase or bonuses. This is at the discretion of the Principal.

All employees will be treated in a fair and consistent manner with regard to any discipline taken. Every effort will be made to completely investigate the circumstances prior to taking action. The employee's direct supervisor will be responsible for all disciplinary action relevant to their staff. All disciplinary action will be consistent with applicable laws.

This Employee Discipline policy does not alter or limit the Employer's policy of employment at will. Either you or the school may terminate the employment relationship at any time for any reason, with or without cause or without notice.

6.6 EMPLOYEE APPEAL FOR MEDIATION:

Employees involved in steps three or step four of the progressive discipline policy described above may request an appeal to the Principal, or if warranted to the Board of Trustees, to review documentation or any information relevant to an action. Requests should be made in writing and submitted within ten (10) days of the initial discipline. All upheld discipline will be maintained as a part of the employee's personnel file.

6.7 STANDARDS OF CONDUCT:

Each individual in the work community has the right to expect certain standards within the workplace including:

- To be treated with respect at all times, even if there are opposing points of view.
- To be in a climate of physical and emotional safety.
- To be viewed as a valued, contributing member of the community.
- To have a personal responsibility and investment in making sure that these rights are supported in our culture.

In accordance with the disciplinary policy and to provide the best possible work environment, ALCS expects all employees to follow certain standards of conduct that will protect the interest and safety of personnel. It is not possible to list all examples of behavior that are considered to be unacceptable in the workplace, but the following are examples of conduct that may result in progressive discipline.

- Insubordination - Refusal to perform or follow reasonable work requests, instructions, directions, or prescribed work procedures
- Theft, embezzlement or unauthorized removal of property or the property of others • Acts involving dishonesty or breach of trust, such as fraud or pressuring another employer to lie or commit fraud.
- Possession, selling or use of illegal substances, or otherwise engaging in illegal conduct, while on or off duty
- Reporting to work with or working under the influence of intoxicants or drugs that have not been prescribed for medical reasons
- Consumption or position of alcohol on school grounds, this includes any trace amount of alcohol found on a test of the employee's blood alcohol content (BAC)
- Falsification of records and documents, including employment applications, time sheets, etc.

- Abuse, destruction, waste or unauthorized use of equipment, facilities, materials, or programs
- Abusive or vulgar language
- Any unapproved absence or departure from the assigned work area
- Unacceptable job performance
- Engaging in non-work-related activities during working time without prior approval • Altercations with any stakeholder in the work community
- Failure to observe working schedules, including lunch periods
- Excessive absenteeism or tardiness
- Failure to call in as required or seek necessary authorization to leave work before the end of scheduled hours
- Abusing paid personal leave, including taking unapproved leave in excess of annual personal leave allocations and carryovers without pay
- Sleeping or malingering while on duty
- Participating in horseplay or practical jokes
- Interfering with any student's education
- Making or receiving non-emergency personal calls or texts during working time • Inappropriate use of the electronic communication systems and the internet while on duty, including use of social media
- Failure to comply with regulatory requirements or safety rules and regulations • Traffic violations while on authorized work business
- Revealing, disclosing, or making available to unauthorized persons any information classified as confidential
- Failure to provide honest and accurate information when requested, including failure to disclose conflicts of interest
- Failure to cooperate in the investigative process
- Making false statement or misreporting events with regards to harassment and discrimination claims
- Possession, use and distribution of dangerous or unauthorized materials, such as explosives, firearms, knives or other dangerous weapons while on duty or on School premises
- Fighting, threatening violence, intimidation or harassment toward any individual • Failure to adhere to our policies with regards to diversity, discrimination and harassment • Smoking on work grounds
- Solicitation of stakeholders in the work community for personal gain and any unauthorized solicitation or sales as provided for in this handbook
- Wearing extreme, unprofessional or inappropriate styles of dress or hair while at work • Refusal to work mandatory overtime
- Any act that jeopardizes the health, safety, or well-being of a stakeholder of the work community
- Engaging in business transactions or activities for the purpose of personal gain during normal school business hours
- Gambling in the workplace
- Violation of any ALCS policy

This statement of the standards of conduct does not alter or limit the policy of employment at will.

Each employee will be required to sign an attestation that they understand the Standards of Conduct at hire and then annually thereafter.

6.8 ACCEPTANCE OF GIFTS:

Employees are not permitted to accept gifts of any kind of a value exceeding fifty dollars ($50.00)

including but not limited to money, goods, food, entertainment, or services directly or indirectly from: • Individuals, organizations, or companies serving as vendors or potential vendors • Elected officials or their representatives

- Candidates for public office or their representatives
- Political party officials or their representatives
- Anyone who attempts to coerce you into favorable treatment with regards to your work responsibilities

Exceptions may be made by the Principal, including in instances where such gifts are intended for and to be used by the organization. If an employee receives a gift offer in excess of $50.00, they must immediately notify the Superintendent/ CEO, even if the employee has already refused the offer.

6.9 PERSONAL APPEARANCE:

Employees project an image to the community about the professionalism of ALCS. During business hours and at work-related activities, employees are expected to present a clean, neat professional appearance and to dress according to the requirements of their position. This includes professional appearance with respect to general cleanliness, clothes, shoes, hair, facial hair, jewelry, body jewelry and tattoos.

While we do not seek to stifle individual expression, it is important to communicate that certain environments require a specific standard of dress. In order to convey an atmosphere of dignity and professionalism, personnel shall be well groomed and dressed for an academic or business environment rather than recreational casualness and men are required to wear a collared dress shirt.

Proper presentation is always the expectation while you are a representative of ALCS. Appropriate clothing fits well, is not tight or constricting, meets the traditional norms of modesty, meets the level of safety required for ones job and does not contain graphic or profane images. Employees are expected to be free from disruptive odor at all times. A list of clothes that may be deemed inappropriate is as follows (please note this is not an all inclusive list):

- Denim clothing (Blue jeans allowed on last Friday of month, with $5 donation to senior class)
- Leggings / yoga pants (Leggings allowed under a skirt or dress)
- T-shirts without collar (Except for Fridays with ALCS t-shirts)
- Shorts
- Hats / knit caps / bonnet
- No flip flops
- No sandals
- No open toed shoes
- No slides
- No crocs
- Sweatpants or sweatshirts
- Spaghetti strap tops
- Backless or shoulder-less shirts or dresses
- Tight or ill-fitting clothing
- Any top that shows excessive cleavage
- Skirts need to be no shorter than 3 inches above the knee
- ALCS Gear or college gear worn only on Fridays with professional bottoms

Employees that are not meeting the above stated standard will be informed as soon as it is possible for us to do so. Employees may be asked to leave the workplace until they can return in a manner that is acceptable to the employer.

6.10 CONFLICT OF INTEREST:

Employees should be careful to avoid a conflict of interest between themselves and the school(s), its students, suppliers, stakeholders, etc. If an employee finds him or herself in a situation that may be a conflict or may give the appearance of a conflict of interest the employee should immediately notify the Principal. If the conflict of interest involves the Principal, then the employee should immediately notify the Chairperson of the Board of Trustees. All inquiries will be kept confidential unless in violation of Federal or State law.

A conflict of interest can be described as:

- Engaging in business to benefit stakeholders directly or indirectly.
- Using confidential information of the school, their suppliers, or their stakeholders for their own advancement or on behalf of another.
- Using inside information for personal profit, or disclosing such information to outsiders. • Using ALCS funds, proprietary information or employer property for personal use. • Exploiting a relationship developed in the course of business for personal benefit or for the benefit of another.
- Accepting special favors or gifts.
- Lending or borrowing money or goods from a supplier.
- Performing services for a supplier or a customer as an independent contractor whether or not remuneration is to be provided.
- Working any second job that conflicts with the interest of the employer or interferes with the employee's fitness for duty.

When it is found that a conflict of interest does exist, employees will no longer be allowed to participate in matters of significance with regards to the conflict.

Documentation will be placed in each employee file with regards to the conflict for future reference.

6.11 FRATERNIZATION:

ALCS recognizes that employees may develop personal relationships in the course of their employment. However, in an effort to prevent favoritism, morale problems, disputes or misunderstandings, and potential sexual harassment claims, supervisors are not permitted to date or engage in sexual relationships with subordinate employees.

Violation of this policy may result in discipline, including termination. Furthermore, co- workers are discouraged from dating or pursuing romantic or sexual relationships with each other. Employees that are involved in a relationship should disclose their relationship to the Principal to ensure that no conflict of interest exists within job descriptions.

6.12 FRATERNIZATION WITH STUDENTS:

ALCS requires that all employees maintain a professional, ethical relationship with students that is conducive to an effective, safe learning environment; and that all employees act as role models for students at all times, whether on or off school property and both during and outside of school hours. All employees must establish appropriate personal boundaries with students and not engage in any behavior that could reasonably lead to even the appearance of impropriety.

Employees are prohibited, under any circumstances, to date or engage in any improper fraternization or undue familiarity with students, regardless of the student's age and/or regardless of whether the student may have "consented" to such conduct. Further, employees shall not entertain students or socialize with students in such a manner as to create the perception that a dating relationship exists. Similarly, any action or comment by an employee which invites romantic or sexual involvement with a student is considered highly unethical, in violation of policy, and may result in the notification of law enforcement

officials and the filing of criminal charges and/or disciplinary action up to and including termination of employment.

Inappropriate employee behavior includes, but is not limited to, flirting; making suggestive comments; dating; requests for sexual activity; giving inappropriate personal gifts; frequent personal communication with a student (via phone, e-mail, letters, notes, etc.) unrelated to course work or official school matters; providing alcohol or drugs to students; inappropriate touching or physical displays of affection; and engaging in sexual contact and/or sexual relations.

Even if the student participated "willingly" in the activity (regardless of the student's age), inappropriate fraternization of employees with students is against policy and may be in violation of professional standards of conduct and New York State Law. Inappropriate employee conduct does not need to rise to the level of criminal activity for such conduct to be in violation of rules and may result in the notification of law enforcement officials and the filing of criminal charges and/or disciplinary action by ALCS up to and including termination of employment.

Any student who believes that they have been subjected to inappropriate employee behavior as described in this policy, as well as students, school employees or third parties who have knowledge of or witness any possible occurrence of inappropriate employee-student relations, shall report the incident to any employee or either the employee's supervisor, the student's Principal or the Board Chair. In all events the allegation will be investigated. Anonymous complaints of inappropriate fraternization of employees with students shall also be investigated to the extent feasible.

Investigations of allegations of inappropriate employee-student relations shall follow the procedures utilized for complaints of harassment with the School. Allegations of inappropriate employee-student

behavior shall be promptly investigated and will be treated as confidential and private to the extent possible within legal and practical constraints.

Any employee having knowledge of or reasonable suspicion that another employee may have engaged in inappropriate conduct with a student that may constitute child abuse (specifically, child abuse in an education setting) must also follow the school's reporting procedures for such allegations; and such information will be reported by the designated administrator as required by state law to law enforcement officials, the State Education Department and/or Child Protective Services as may be applicable.

If a student initiates inappropriate behavior toward an employee, that employee shall document the incident and report it to their Principal or Supervisor.

The school prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of inappropriate employee student relations. Follow-up inquiries and/or appropriate monitoring shall be made to ensure that the alleged conduct has not resumed and that all those involved in the investigation have not suffered retaliation. Any act of retaliation is subject to and may result in the notification of law enforcement officials and the filing of criminal charges and/or disciplinary action by the school up to and including termination of employment.

6.13 NEPOTISM:

ALCS maintains a policy of limiting spouses and other related family members from working in the same department, division or facility based on reasons of supervision, safety, security and morale. For the purposes of this policy, relatives are defined as spouses, children, siblings, parents or other family members related by marriage.

In the event an exception is made, relatives may be hired if the people involved will not work in a direct supervisory relationship and the employment will not pose difficulty for supervision, security, safety or

morale. The Principal must approve exceptions to this policy.

Current employees who marry will be permitted to continue employment provided they do not work in a direct supervisory relationship and the employment will not pose difficulty for supervision, security, safety or morale. If employees are in a supervisory relationship, we will attempt to reassign one of the employees to a position that they are qualified for. If no such position is available, one of the employees may be required to leave employment.

Confidential information may never be shared among family members. Confidential information includes, without limitation, “know how”, trade secrets, operational methods, curriculum development, research projects, student records and any other business affairs not generally known to the public.

6.14 EMPLOYMENT OUTSIDE OF WORK:

ALCS prohibits outside employment (including self-employment) that conflicts with employment at ALCS, impacts the Employee's work performance or schedule, or affects the business interests. Employees must contact the Principal prior to engaging in any outside employment.

6.15 SOLICITATION:

Approaching fellow employees in the workplace during working time regarding outside activities, organizations, or causes, regardless of how worthwhile, important, or benevolent can create unnecessary apprehension and pressures for fellow employees. This conduct is, therefore, inappropriate during working time. ALCS has established rules, applicable to all employees, to govern solicitation and distribution of written material during working time and entry onto the premises and work areas. All employees are expected to comply strictly with these rules:

- No employee shall solicit support or engage in sales for any cause or organization during their working time or during the working time of the employee or Employees at whom the activity is directed.
- No employee shall distribute or circulate any written or printed material – other than printed materials used to perform their job responsibilities – in work areas at any time, during their working time, or during the working time of the employee or employees at whom the activity is directed.
- Under no circumstances will non-employees be permitted to solicit, distribute written material or promote support or sales for any purpose on organization property.
- Employees may not solicit gifts or other forms of personal gain from stakeholders, as this creates a conflict of interest.

As used in this policy, "working time" includes all time for which an employee is paid or is scheduled to be performing services. It does not include break periods, meal periods, or periods in which an employee is not, and is not scheduled to be, performing services or work.

Bulletin boards on employer property are to be used for official purposes only to notify employees about information approved in advance by management. Only those management employees as designated by the employer, may post material on, or remove material from, bulletin boards.

6.16 STAFF AND COMMUNITY RELATIONSHIPS:

The success of our entity depends on the quality of relationships between employees, students, parents and the general public. No matter what your position, you are ALCS’s ambassador and are expected to help create the community’s perception of us. The more goodwill you promote, the more our students, their families and community members will respect ALCS.

Below are several things you can do to help create a strong community relationship and be one of the building blocks for our continued success.

- Deal with parents, students and community members in a courteous and respectful manner.
- Follow up on requests promptly, provide businesslike replies to inquiries and requests and perform all duties in an orderly manner.
- Involve parents and community members in the governance and activities of the school(s), including keeping parents involved in their child's education.
- Be committed to raising the academic achievement of all children.
- Take great pride in your work and enjoy doing your very best.

6.17 COMMUNICATIONS:

Successful working conditions and relationships depend upon successful communication. Not only do you need to stay aware of changes in procedures, policies and general information, you also need to communicate your ideas, suggestions, personal goals or problems as they affect your work and our mission.

In addition to the exchanges of information and expressions of ideas and attitudes which occur daily, make certain you are aware of and utilize all ALCS methods of communication, including this Employee Manual, bulletin boards, discussions with the leaders, memoranda, staff meetings, newsletters, training sessions, and e-mail and intranet correspondence. We are stronger when we work as a team and share information.

While we encourage you to communicate effectively with stakeholders in the work community, we also caution you to be mindful of what you are sharing.

6.18 MEDIA RELATIONS:

The Principal will designate employees who are authorized to speak with the media when a request is made for School comment. In the event the media contacts an employee for School comment, the employee should inform the media that ALCS intends to be cooperative, but will need to have the appropriate person return their call. Please do not indicate that we have "no comment" unless you have been directed to do so by the Principal. Please note that this media policy should not be construed to interfere with an employee's right to engage in concerted activities of collective bargaining or other mutual aid or protection as protected by Section 7 the National Labor Relations Act.

When contacted, request the name, phone number, and the name of the media organization represented. The employee should contact the Principal immediately so that prompt return contact can be made.

Additionally, it is expected that if employees are at an event or outing, whether personal or professional, and the media are present, that employee should behave in a professional manner.

6.19 ELECTRONIC COMMUNICATIONS:

ALCS provides computers, electronic data storage, Internet services, email and voice mail communications systems as important tools to support employees in performing their job responsibilities. It is the duty of every employee to ensure the communication systems are used primarily for business purposes only and in a fashion that does not improperly disclose confidential, sensitive or proprietary information to unauthorized individuals.

Any information generated by the employee's use of the employer's communications systems, including correspondence, constitutes employer property. By using the employer's communication systems, you

consent to the employer's right to intercept, access, monitor, use and disclose, at any time for any purpose, all contents accessed, created, transmitted, received or stored on or via its communications systems.

The communication systems are to be used primarily for business-related purposes.

Any unauthorized use of the communication systems is strictly prohibited. Unauthorized use includes, but is not limited to:

- Any communications or use that violates the non-solicitation, equal employment opportunity, harassment, or non-retaliation policies or any other policy or procedure. • Utilizing or accessing the communication systems without proper authorization.

- Disabling or otherwise interfering with the communication security or data protections systems, including but not limited to physical abuse.
- Using the communication system to disclose confidential, sensitive, or proprietary information to unauthorized individuals.
- Using the communications systems in a manner that incurs damage or unauthorized costs for the employer.

During the course of employment, employees may be provided with passwords, entry codes and/or access to the communication systems. Employees are strictly prohibited from disclosing these passwords, or entry codes to any person without prior written authorization. Employees are forbidden from providing any unauthorized individuals with access to the communication systems without prior proper authorization. Employees are prohibited from establishing intranet, Internet, or other data connections without prior written authorization.

The electronic mail system is not to be used to create any messages which are threatening, intimidating or harassing in nature or that would otherwise violate the employer's policies against discrimination, harassment or hostility on the account of age, race, religion, sex, ethnicity, nationality, disability, or other protected class, status or characteristics.

In addition, the electronic mail system shall not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization.

ALCS has the right to, but does not regularly monitor voice mail or electronic mail messages. We will, however, inspect the contents of computers, voice mail or electronic mail in the course of an investigation triggered by indications of unacceptable behavior or as necessary to locate needed information that is not more readily available by some other less intrusive means.

Electronic Monitoring

All of ALCS's electronic systems, including computers and telephones, and all communications and information transmitted by, received from, or stored in electronic systems are the property of ALCS, and should not be considered private or confidential. Employees have no right to privacy as to any information or file transmitted or stored through ALCS's electronic systems. Employees are hereby advised that any and all telephone conversations or transmissions, electronic mail or transmissions, or internet access or usage by an employee by any electronic device or system, including but not limited to the use of a computer, telephone, wire, radio or electromagnetic, photoelectronic or photo-optical systems may be subject to monitoring at any and all times and by any lawful means. As a result, all employee communications and use of the Internet that occurs on ALCS's technological resources are not considered private. Therefore, employees should treat all activities as such. ALCS reserves the right to monitor employee use of its technological resources at any time. By using ALCS's electronic systems, you

consent to ALCS's right to intercept, access, monitor, use, and disclose, at any time and for any purpose, all content accessed, created, transmitted, received or stored on or via its electronic systems.

6.20 SOCIAL NETWORKING:

ALCS recognizes the value of networking and staying connected with friends, family, colleagues, and professional contacts. As a part of professional development it is important to stay connected and network with people who have similar interests.

It is important to understand the appropriate use of such technology as an employee of ALCS. "Social Media" is an umbrella term that defines the various activities that integrate technology, social interaction, and the construction of words, pictures, videos, and audio, and includes blogs, Facebook, Twitter, LinkedIn, MySpace and similar tools. The absence of, or lack of, explicit reference to a specific social networking tool does not limit the extent of the application of this policy.

This policy is not intended to restrict the flow of useful and appropriate information but is instead designed to protect ALCS from the unauthorized disclosure of information and to otherwise protect the employer, its employees, and visitors from any harm that might result through employee misuse of social media.

If you choose to identify yourself as an employee on your website, social networking site, or other social media, you are expected to also make clear that you are not authorized to speak on behalf of the employer, and that the views you express are yours alone and do not necessarily reflect ALCS's views. This may be accomplished by posting the following disclaimer in an "About Me" section of your social networking profile – "I am not authorized to speak on behalf of ALCS and the views expressed on this site are mine alone and do not necessarily reflect the views of my employer."

Do not post or display comments or content about coworkers, supervisors, or other staff or management members that are obscene, vulgar, threatening, intimidating, or harassing in nature, or in a way that would otherwise violate policies against discrimination, harassment, or hostility on account of age, race, religion, sex, ethnicity, nationality, disability, or other protected class, status, or characteristics.

Maintain non-public confidential information of ALCS and the confidential information of those ALCS engages in business with. Do not post internal reports, communications, policies, procedures or other business-related confidential communications.

Employees may not provide references for other current or former employees on Social Media. In accordance with our policy on employment verification and references, only the Principal and the School Business Administrator or their designees may verify employment or provide professional references for a current or former employee.

Employees may not post the logo, trademark, product photos, or other trademarked materials on social media for commercial or other use, other than those protected by the National Labor Relations Act.

Information regarding an applicant's/employee's protected status(es) learned of through social media or any other forum will not be considered in hiring or other employment decisions.

Employees are cautioned that they should have no expectation of privacy while using social media as postings may be viewed by anyone, including ALCS.

If you see unfavorable opinions, negative comments, or criticism about services posted by third parties, do not try to have the post removed or send a reply on behalf of ALCS. Instead, you may forward this information to the Principal.

ALCS does not condone staff maintaining social networking affiliations with scholars until any work related affiliation is more than one year in the past.

If you become aware of a violation of this policy by another employee, you are expected to promptly report it to the Principal.

Nothing in this policy is intended to, nor will it be interpreted to, limit or interfere with an Employee's rights under Section 7 of the National Labor Relations Act or other applicable labor laws or regulations.

6.21 COPYRIGHTS / INTELLECTUAL PROPERTY:

Copyrights, payments and/or royalties that occur as a result of a project of any employee or employees of this organization remain the property of the organization. This includes all intellectual property including writings, photos or any discoveries or inventions of an employee while they are on work assignment. The Superintendent/ CEO may assign copyrights, royalties, or other payments to the author or authors or project participants.

6.22 MISUSE OF MATERIAL LICENSURE:

ALCS does not condone the illegal duplication of materials or software. The copyright law is clear. The copyright holder is given certain exclusive rights, including the right to make and distribute copies. Title 17 of the U.S. Code states that "it is illegal to make or distribute copies of copyrighted material without authorization". The only exception is the users' right to make a backup copy for archival purposes.

The law protects the exclusive rights of the copyright holder and does not give users the right to copy software unless the manufacturer does not provide a backup copy. Unauthorized duplication of software is a federal crime. Penalties include fines up to and including $250,000, and jail terms of up to five (5) years.

Even the users of unlawful copies suffer from their own illegal actions. They receive no documentation, no customer support and no information about product updates.

ALCS licenses the use of computer software from a variety of outside companies. We do not own this software or its related documentation and unless authorized by the software manufacturer, do not have the right to reproduce it. With regard to use on local area networks or on multiple machines, employees shall use the software only in accordance with the software publisher's license agreement.

Employees that learn of any misuse of software, materials or related documentation must notify the Principal immediately.

According to the U.S. Copyright Law, illegal reproduction of software can be subject to civil damages and criminal penalties, including fines and imprisonment. Employees who make, acquire or use unauthorized copies of computer software shall be disciplined as appropriate under the circumstances. Such discipline may include termination.

6.23 INVESTIGATIONS OF CURRENT EMPLOYEES:

ALCS may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning, for example, work performance, reliability, honesty, trustworthiness, or potential threat to the safety of coworkers or others. Employees are required to cooperate with ALCS's lawful efforts to obtain relevant information, and may be disciplined up to and

including termination for failure to do so.

Employee investigations may, where appropriate, include credit reports and investigations of criminal convictions. In the event that a background check is conducted, the organization will comply with the Federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to cooperate with the lawful efforts to obtain relevant information.

6.24 CRIMINAL CHARGES:

Employees are required to notify the Principal immediately of being arraigned for or charged with any crime. In the event you are charged with or arraigned, failure to report may result in termination of employment. Conviction of crimes that are directly related to the work that you do at ALCS may result in suspension or termination of employment. All reported information will be maintained confidentially to the extent reasonably possible and subject to applicable law.

6.25 PERSONAL USE OF EMPLOYER PROPERTY:

In some instances, employees may be allowed to borrow certain equipment for their own personal use while on our premises. In no instance may this be done off our premises, or without prior approval. You understand and agree that ALCS is not liable for personal injury incurred during the use of school property for personal projects. As an employee, you accept full responsibility for any and all liabilities for injuries or losses that occur, or for the malfunction of equipment. You are responsible for returning the equipment in good condition, and you agree that you are required to pay for any damages that occur while using the equipment for personal projects.

6.26 USE OF VEHICLES:

All Employees authorized to drive for work purposes, must possess a current, valid driver's license and have an acceptable driving record. In the event that the license status, insurance status or driving record of any Employee whose job responsibilities include driving becomes unacceptable to management or our insurance carrier, the employee may be restricted from driving, reassigned, suspended, or discharged, at management's discretion. Employees must obtain any specific, state-required permits or licenses necessary to operate a vehicle. Any change in license status or driving record must be reported to management immediately. From time to time, the ALCS and its insurance carrier may request reports from the Department of Motor Vehicles regarding the license status and driving record of employees whose job responsibilities include driving. In the event that the license status or driving record of any employee whose job responsibilities include driving becomes unacceptable to management or the ALCS's insurance carrier, that employee may be restricted from driving, reassigned, suspended, or discharged, at management's discretion. It is the responsibility of every employee to drive safely and obey all traffic, vehicle safety, and parking laws or regulations. Drivers must demonstrate safe driving habits at all times.

Driving students is strongly discouraged and may only be done with a parent and the principal’s (or their designees) permission.

An employee who is authorized and transports a student in their personal vehicle for any reason accepts full financial responsibility for any liability and/or legal repercussions that may arise as a result of the transportation. The school’s insurance will not cover any loss or claim that may occur while an employee is transporting a student.

6.27 STAFF TRANSPORTATION OF STUDENTS:

It is not normal (operations or protocol) of Albany Leadership Charter School for Girls to allow a staff member to use their personal vehicle to transport a student to and from a school-sponsored event. Unforeseen circumstances might call for a need for transporting a student. In the case of a situation where a student cannot get to an event and typical school transportation cannot be obtained the Building Principal or Building Principal's designee can approve a staff member to use their personal vehicle to transport the student. For a staff member to be able to use their personal vehicle the following criteria needs to be complete.

- Parental Consent
- Principal or Principal's designee Consent
- Business Manager Consent
- Proof of employee's auto insurance
- Driver license abstract
- No less than 2 staff members must accompany the students

If an employee of Albany Leadership is found transporting students without all of the above criteria, it will result in disciplinary action.

If a trip is planned in advance but the day of the trip the weather is questionable the trip will be canceled.

6.28 CODE OF ETHICS (TRUSTEES, LEADERSHIP TEAM, AND EMPLOYEES):

The Board of Trustees is committed to avoiding any situation in which the existence of conflicting interests of any Board member, officer, or employee may call into question the integrity of the management or operation of the school. The Board recognizes that sound, ethical standards of conduct serve to increase the effectiveness of ALCS officers and staff as educators in the community. Adherence to a code of ethics promotes public confidence in ALCS and furthers the attainment of ALCS goals.

The Board also recognizes its obligation to adopt a code of ethics setting forth the standards of conduct required of all Board members, ALCS officers and employees under the provisions of the General Municipal Law. Therefore, every Board member, officer and employee of ALCS, whether paid or unpaid, shall adhere to the following code of ethics. Please note; some of these topics are covered in more detail in other sections of this handbook.

Statutory Conflicts of Interest:

It is a conflict of interest for a Board member, officer or employee to benefit personally from contracts made in their official capacity.

- *Contract* is defined broadly to include any claim or demand against ALCS or account or agreement with ALCS, whether expressed or implied which exceeds the sum of $750 in any fiscal year.
- An "*interest*" is defined as a direct or indirect benefit that runs to the employee as a result of a contract with ALCS.

Code of Ethics:

1. Gifts: A Board member, office or employee shall not directly or indirectly solicit any gift or accept or receive any gift having a value of $50 or more, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him or her in the performance of their official duties or was intended as a reward for any official action on their part. However, the Board

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

2. Confidential information: A Board member, officer or employee shall not disclose confidential information acquired by him or her in the course of their official duties or use such information to further their personal interest.

3. Disclosure of interest in matters before the Board: A Board member, officer, or employee of ALCS, whether paid or unpaid, must publicly disclose the nature and extent of any interest they or their spouse have, will have, or later acquire in any actual or proposed contract, purchase agreement, lease agreement or other agreement involving the school, including oral agreements, to the Board of Trustees and their immediate supervisor even if it is not a prohibited interest under applicable law. Such disclosure must be in writing and made a part of the official record of the school. Disclosure is not required in the case of an interest that is exempted under Section 803(2) of the General Municipal Law. The term "interest" means a pecuniary or material benefit accruing to an officer or employee.

4. Investments in conflict with official duties: A Board member, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with their official duties. Exceptions to the conflict of interest law can be found in § 803 of the General Municipal Law.

5. Private employment: A Board member, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of their official duties.

6. Future employment: A Board member, officer, or employee shall not, after the termination of service with ALCS, appear before the Board in relation to any action, proceeding or application in which they personally participated during the period of their service or employment or that was under their active consideration.

7. Involvement with Charitable Organizations: A Board member, officer, or employee may be involved as a volunteer, officer, or employee in a charitable organization which has a relationship with ALCS. If a Board member is a board member, officer, or employee of the charitable organization the Board member must disclose such relationship in writing to the district, and the Board member must recuse himself or herself from any discussions or votes relating to the charitable organization, which may come before the Board. When participating in the activities of the charitable organization, the Board member, officer or employee shall not disclose any confidential information learned in the course of their official duties or use such information to further personal interests. Additionally, the Board member, officer, or employee shall not make representations on behalf of ALCS unless specifically authorized to do so by the Board.

Distribution of Code of Ethics

The Board of Trustees and School Principal shall cause a copy of this Code of Ethics to be distributed to every member of the Board, every officer and employee of the school district. Each officer and employee appointed thereafter shall be furnished a copy before entering upon the duties of their office or employment. In addition, the Principal shall ensure that a copy of Article 18 of the General Municipal Law shall be kept posted in the building in a place conspicuous to the employees.

7. DIVERSITY, DISCRIMINATION AND HARASSMENT:

7.1 SCOPE OF COVERAGE:

This policy covers all individuals in the workplace, including applicants, interns (whether paid or unpaid), employees (permanent or temporary), students, guests, vendors, consultants, and other persons providing services in the workplace pursuant to a contract. These individuals include persons commonly referred to as independent contractors, gig workers, and temporary workers.. ALCS strictly prohibits unlawful harassment and discrimination, whether by employees, supervisors, administration and other non-employees who conduct business with ALCS.

7.2 DIVERSITY:

ALCS is committed to fostering, cultivating and preserving a culture of diversity and inclusion. Our employees are the most valuable assets we have. The collective sum of the individual differences, life experiences, knowledge, inventiveness, innovation, self- expression, unique capabilities and talent that our employees invest in their work represents a significant part of not only our culture, but our reputation and achievement as well.

We embrace and encourage our employees' differences in age, color, disability, ethnicity, family or marital status, gender, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and other characteristics that make our employees unique.

ALCS's diversity initiatives are applicable, but not limited, to our practices and policies on recruitment, compensation, benefits, professional development, training, promotions, transfers, layoffs, terminations and the ongoing development of a work environment built on the premise of gender and diversity equity that encourages and enforces:

- Respectful communication and cooperation between all employees.
- Teamwork and employee participation, permitting the representation of all groups and employee perspectives.
- Employer and employee contributions to the communities we serve to promote a greater understanding and respect for the diversity.

All employees of ALCS have a responsibility to treat others with dignity and respect at all times. All employees are expected to exhibit conduct that reflects inclusion during work, at work functions on or off the work site, and at all other work sponsored and participative events.

Employees who believe they have been subjected to any kind of discrimination that conflicts with this policy and initiatives should seek assistance from a supervisor or a member of the Board of Trustees.

7.3 HARASSMENT AND DISCRIMINATION:

ALCS strives to create and maintain a work environment in which people are treated with dignity, decency and respect. The environment of the company should be characterized by mutual trust and the absence of intimidation, oppression and exploitation.

Employees should be able to work and learn in a safe, yet stimulating atmosphere.

ALCS forbids discrimination and harassment against employees on the basis of race, color, religion, creed, national origin, citizenship, age, sex, marital status, sexual orientation, gender identity or expression, military or veteran status, disability, predisposing genetic characteristics, domestic violence victim status,

familial status, associational status, or any classification protected by applicable law. Prohibited harassment includes behaviors such as:

- Verbal or physical conduct designed to threaten, intimidate or coerce
- Verbal conduct such as epithets, derogatory comments or slurs
- Conduct that impairs an employee's ability to perform their job
- Any repeated conduct that creates a hostile work environment
- Physical conduct such as assault, unwanted touching or blocking normal movement
- Retaliation for reporting harassment or threatening to report harassment
- Sexual harassment, which is described in more detail in the following subsection.

Harassment is prohibited in all aspects of the employment relationship including recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, and activities. Such conduct is prohibited in any form at the workplace, and in any work-related setting outside the workplace, whether on or off ALCS premises, and every situation that may impact the workplace including work-related functions, business trips, business meetings, and business-related social events. Similarly, prohibited conduct is unacceptable when it occurs when working remotely from home, on calls, texts, emails, and social media, even if it occurs away from the workplace, on personal devices, or during non-work hours.

This policy prohibits not only behavior that constitutes unlawful harassment, but also other inappropriate or unprofessional behavior that may reasonably be considered offensive or otherwise inappropriate. Such behavior will be subject to disciplinary action, up to and including termination of employment.

In furtherance of ALCS' commitment to maintaining a harassment free workplace, ALCS will provide this policy to all new employees upon hiring, post it prominently in all work locations (to the extent practicable), and provide it to employees during annual training.

7.4 SEXUAL HARASSMENT:

Sexual harassment includes harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender identity or expression, and the status of being transgender and has been defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (1) submission to or rejection of such conduct is made a term or condition of employment; (2) submission to or rejection of the conduct is used as the basis for employment decisions affecting the individual; (3) such conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile or offensive working environment; or (4) such conduct has the purpose or effect of subjecting an individual to inferior terms, conditions or privileges of employment because of their protected status.. This definition includes many forms of offensive behavior, including, but not limited to, the following:

- Sexual advances or repeated requests for a date;
- Offering employment benefits in exchange for sexual favors;
- Making or threatening reprisals after a negative response to sexual advances; • Visual conduct such as leering, teasing, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons, or posters;
- Written conduct, such as authoring threatening, sexually suggestive, or obscene letters or correspondence (including e-mails, text messages ("sexting") and social media posts), or sharing or sending suggestive or explicit photos;
- Verbal conduct such as making or using derogatory comments, epithets, slurs, sexually explicit jokes, offensive or lewd remarks, inappropriate personal questions, or comments about any Employee's body or dress;
- Verbal sexual advances or propositions;
- Verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually

degrading words to describe an individual, or suggestive or obscene letters, notes, or invitations; • Physical conduct such as touching, pinching or patting, assault, or impeding or blocking movements;
• Repeated requests for dates or romantic gestures, including gift-giving; and
• Retaliation for reporting harassment or threatening to report harassment.

There are two types of sexual harassment, “quid pro quo” and creating a hostile work environment.

Quid pro quo is a form of harassment where submission to that harassment is used as the basis for employment decisions. In this scenario employee benefits such as raises and promotions are directly linked to compliance with sexual advances. Therefore, only someone in a supervisory capacity who has the authority to grant such benefits can engage in quid pro quo harassment.

A hostile work environment is created when the harassment creates an offensive and unpleasant working environment. Hostile work environments can be created by anyone in the work environment including supervisors, peers and outside vendors that are invited into the workplace. Hostile environment are created when verbiage of a sexual nature, unwelcome sexual materials or even unwelcome physical contact become a regular part of the work environment. Texts, emails, cartoons or posters of a sexual nature, vulgar or lewd comments or jokes and unwanted touching or fondling all fall into this category.

Understanding gender diversity is essential to recognizing sexual harassment because discrimination based on sex stereotypes, gender expression and perceived identity are all forms of sexual harassment. The gender spectrum is nuanced, but the three most common ways people identify are cisgender, transgender, and non-binary. A cisgender person is someone whose gender aligns with the sex they were assigned at birth. Generally, this gender will align with the binary of male or female. A transgender person is someone whose gender is different than the sex they were assigned at birth. A non-binary person does not identify exclusively as a man or a woman. They might identify as both, somewhere in between, or completely outside the gender binary. Some may identify as transgender, but not all do. Respecting an individual’s gender identity is a necessary first step in establishing a safe workplace.

Sexual harassment can occur between any individuals, regardless of their sex or gender. In investigating reports of sexual harassment, ALCS will ensure due process for all parties, as outlined below.

ALCS strictly prohibits and will take disciplinary action against any person who violates this policy, up to and including termination of employment.

7.5 OTHER PROHIBITED HARASSMENT:

Harassment on the basis of race (including traits historically associated with race), color, religion, creed, national origin, marital status, familial status, age, disability, genetic information, predisposing genetic characteristics, miliary or veteran status, status as a victim of domestic violence, predisposing genetic characteristics or carrier status, reproductive health decision making, citizenship or immigration status,

prior convictions or arrests, known relationship or association with any member of a protected class, and any other characteristic protected by applicable law is also strictly prohibited. This includes behavior similar to sexual harassment, such as: threatening letters or correspondence (including e-mails, text messages and social media posts); threats, epithets, derogatory comments, or slurs; derogatory posters, photographs, cartoons, drawings, or gestures; assault, unwanted touching, or blocking normal movement; and conduct via electronic media such as email, text messages or social media.

Harassing conduct includes, but is not limited to: epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or circulation in the workplace of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through e-mail).

7.6 BYSTANDER INTERVENTION:

Any employee, supervisor or manager witnessing harassment as a bystander is required to report it. In addition, there are several methods of bystander intervention that can be used when anyone witnesses harassment or discrimination and wants to help.

1. A bystander can interrupt the harassment by engaging with the individual(s) engaging in the harassment or the individual being harassed and distracting them from the harassing behavior. 2. A bystander who feels unsafe interrupting on their own can ask a third party to help intervene in the harassment;
3. A bystander can record or take notes on the harassment incident;
4. A bystander might check in with the person who has been harassed after the incident, see how they are feeling and let them know the behavior was not ok; and
5. If a bystander feels safe, they can confront the harassers and name the behavior as inappropriate. When confronting harassment, physically assaulting an individual is never an appropriate response.

Though not exhaustive, and dependent on the circumstances, the guidelines above can serve as a brief guide of how to react when witnessing harassment in the workplace.

7.7 REPORTING POLICY VIOLATIONS:

If an individual feels they have been subjected to any conduct that violates this policy, witnesses or otherwise becomes aware of any such conduct, they are required to promptly report such conduct. All personnel must report incidents of student-to-student, staff-to-student and staff-to- staff discrimination or harassment that they are aware of immediately. Employees should report incidents directly to their supervisor. If an employee is uncomfortable reporting the complaint to their supervisor, they may report the complaint to the Principal or the Chair of the Board of Trustees.

If an individual reports a suspected violation of this policy and the person to whom the report is made does not respond in a manner the individual deems satisfactory or consistent with this policy, the reporting individual is required to report the situation to the Principal or another member of management, other than the alleged wrongdoer. Reports may be made verbally or in writing and should be as detailed as possible, including the names of all individuals involved and any witnesses.

A form for submission of a written report is attached to this handbook as Appendix “F” and individuals are encouraged, but not required, to use this form.

Any supervisor who is made aware of becomes aware of potential violations of this policy must promptly report it to the Principal, unless the report involves Principal, in which case the

information should be conveyed to the Chair of the Board of Trustees. Any supervisor or manager who fails to report suspected violations of this policy or otherwise knowingly allows policy violations to continue will be subject to corrective action up to and including termination, as well as personal liability.

7.8 INVESTIGATING HARASSMENT AND DISCRIMINATION:

All reports of discrimination, including prohibited harassment, or other suspected violations of this policy will be investigated All such investigations will be conducted promptly, objectively, thoroughly and will handle the matter as confidentially as feasible in light of the need to investigate and take appropriate corrective action. We will in no way retaliate against an employee for opposing discrimination or making a good faith report about harassment.

The Chairman of the Board of Trustees, the Principal or their designee who is not involved in the alleged

harassment will promptly investigate all reports of workplace harassment.

Employees that are the subject of the investigation may be suspended, with or without pay, pending the outcome of the investigation. When a determination is made regarding the reported conduct, it will be communicated to the individual(s) who made the report, the subject(s) of the report, and to the accused wrongdoer(s), though all details of the action(s) taken may not be disclosed.

Employees that are asked to participate in the investigatory process are expected to comply with the request.

If an investigation confirms that harassment or discrimination has occurred, appropriate and effective remedial action will be taken. Appropriate action will also be taken to deter any future harassment or discrimination. If a complaint of prohibited harassment or discrimination is substantiated, appropriate disciplinary action, up to and including discharge will be taken against individuals who participated in the prohibited conduct.

7.9 PROHIBITION OF RETALIATION:

ALCS prohibits retaliation of any kind against anyone who engages in protected activity. For purposes of this policy, “protected activity” includes opposing a discriminatory practice; making or encouraging another to make a good faith report about harassment, discrimination, or other violation of this policy; furnishing information or participating in any manner in an investigation of such a report; filing a complaint or charge of discrimination with a government agency; and testifying, assisting, or otherwise participating in any manner in an investigation, proceeding, or hearing conducted of such report, claim, or charge. Retaliation includes any conduct, whether or not workplace or employment-related, directed at someone because they engaged in protected activity, which might deter a reasonable worker from making or supporting a charge of harassment or discrimination. Any individual found to have engaged in retaliation will be subject to disciplinary action, up to and including termination of employment. Examples of retaliation may include, but are not limited to:

- Demotion, termination, denying accommodations, reduced hours, or the assignment of less desirable shifts;
- Publicly releasing personnel files;
- Undermining an individual’s immigration status; or
- Reducing work responsibilities or passing over for a promotion.

Anyone who believes they have been subjected to retaliation or who is aware of retaliation directed at another employee is expected to report such to their supervisor, or, if not comfortable reporting to their supervisor, to the Board of Trustees.

7.10 LEGAL PROTECTIONS AND EXTERNAL REMEDIES:

Harassment is not only prohibited by ALCS, but it is also prohibited by state, federal, and, where applicable, local law.

The internal process outlined in the policy above is one way for employees to report harassment. Employees and covered individuals may also choose to pursue legal remedies with the following governmental entities. While a private attorney is not required to file a complaint with a governmental agency, you may also seek the legal advice of an attorney.

The New York State Human Rights Law (HRL), N.Y. Executive Law, art. 15, § 290 *et seq.*, applies to all employers in New York State and protects employees and covered individuals, regardless of immigration status. A complaint alleging violation of the Human Rights Law may be filed either with the New York State Division of Human Rights (DHR) or in New York State Supreme Court.

For claims arising prior to February 15, 2024, a complaint alleging a violation of the HRL may be filed either with DHR, subject to a one-year statute of limitations (three years for sexual harassment). For claims arising on or after February 14, 2024, a complaint may be filed with the DHR subject to a three year statute of limitations. If an individual did not file with the DHR, they can sue directly in in state court under the Human Rights Law, within three years of the alleged harassment. An individual may not file with DHR if they have already filed a HRL complaint in state court. Complaining internally to ALCS does not extend your time to file with DHR or in court. The three years are counted from the date of the most recent incident of harassment. You do not need an attorney to file a complaint with DHR, and there is no cost to file with DHR.

DHR will investigate your complaint and determine whether there is probable cause to believe that harassment has occurred. Probable cause cases receive a public hearing before an administrative law judge. If harassment is found at the hearing, DHR has the power to award relief. Relief varies but it may include requiring ALCS to take action to stop the harassment, or repair the damage caused by the harassment, including paying of monetary damages, punitive damages, attorney's fees, and civil fines.

DHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458. You may call (718) 741-8400 or visit: www.dhr.ny.gov. Go to dhr.ny.gov/complaint for more information about filing a complaint with DHR. The website has a digital complaint process that can be completed on your computer or mobile device from start to finish. The website has a complaint form that can be downloaded, filled out, and mailed to DHR as well as a form that can be submitted online. The website also contains contact information for DHR's regional offices across New York State. The Division of Human Rights has a hotline set up specifically for sexual harassment. Individuals can call the sexual harassment hotline at 1(800) HARASS3.

The United States Equal Employment Opportunity Commission (EEOC) enforces federal anti discrimination laws, including Title VII of the 1964 federal Civil Rights Act, 42 U.S.C. § 2000e *et seq*. An individual can file a complaint with the EEOC anytime within 300 days from the most recent incident of harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint and determine whether there is reasonable cause to believe that discrimination has occurred. If the EEOC determines that the law may have been violated, the EEOC will try to reach a voluntary settlement with the employer. If the EEOC cannot reach a settlement, the EEOC (or the Department of Justice in certain cases) will decide whether to file a lawsuit. The EEOC will issue a Notice of Right to Sue permitting workers to file a lawsuit in federal court if the EEOC closes the charge, is unable to determine if federal employment discrimination laws may have been violated, or believes that unlawful discrimination occurred but does not file a lawsuit.

Individuals may obtain relief in mediation, settlement or conciliation. In addition, federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An employee alleging discrimination at work can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669-4000 (TTY: 1-800-669-6820), visiting their website at www.eeoc.gov or via email at info@eeoc.gov.

If an individual filed an administrative complaint with the New York State Division of Human Rights, DHR will automatically file the complaint with the EEOC to preserve the right to proceed in federal court.

Many localities enforce laws protecting individuals from harassment and discrimination. An individual should contact the county, city or town in which they live to find out if such a law exists.

If the harassment involves unwanted physical touching, coerced physical confinement, or coerced sex acts, the conduct may constitute a crime. Those wishing to pursue criminal charges are encouraged to contact their local police department.

7.11 LIABILITY:

Any employee who engages in prohibited harassment, including any manager or supervisor who knew about the harassment but took no action to stop it, may be held personally liable. ALCS does not consider conduct in violation of this policy to be within the course and scope of employment or the direct consequence of the discharge of one's duties. Accordingly, to the extent permitted by law, ALCS reserves the right not to provide a defense or pay damages assessed against employees for conduct in violation of this policy.

7.12 WHISTLEBLOWER PROTECTIONS:

ALCS strives to provide an environment that nourishes moral and ethical sensitivities. In keeping with this objective, ALCS requires that all employees observe the highest standards of business and personal ethics in the conduct of their duties and responsibilities and that they comply with all applicable laws and regulations.

In accordance with applicable law and as defined in this policy, a whistleblower is an employee who makes a good faith effort to report suspected or actual violations of this policy, including any suspected or known violations of any law, rule, or regulation, or an activity, policy or practice that the individual reasonably believes poses a substantial or specific danger to the public health or safety. The whistleblower is not responsible for investigating the activity or for determining fault or corrective measures.

Some examples but not a complete list of illegal or dishonest activities that are considered to be illegal or dishonest practices include: conduct that is criminal, fraudulent, or violates any federal, state, education or local laws including harassment, discrimination or human rights violations, billing for services not performed or for goods not delivered and other fraudulent financial reporting.

If any employee reasonably believes that any policy, practice, or activity of ALCS violates any law, rule, regulation, or a clear mandate of public policy or if any employee becomes aware of any illegal or dishonest activity or other misconduct involving the School’s financial or business affairs, they should promptly report such concern to the Principal. If the situation involves the Principal, the employee should immediately notify the Chairperson of the Board of Trustees.

Concerns may be submitted directly by an employee or on an anonymous basis. All communications will be confidential to the extent reasonably possible. All complaints received pursuant to this policy will be investigated. While ALCS encourages submitting their concerns or report in writing, verbal reports will also be investigated. Upon receipt of a complaint, ALCS will make a written record of all such reports and perform or facilitate an investigation of all credible allegations. Reports should be based on reasonable, good faith belief that the conduct complained of constitutes a violation of this policy. The privacy and reputation of individuals involved will be maintained to the extent possible, however complete confidentiality cannot always be guaranteed. However, identity may have to be disclosed in order to conduct a thorough and fair investigation and to comply with applicable law.

This policy is intended to encourage employees to raise concerns for investigation and appropriate action, but employees must exercise sound judgment to avoid baseless allegations. With this goal in mind, no employee who, in good faith, reports a concern shall be subjected to retaliation as a result of that report. The right of a whistleblower for protection against retaliation does not include immunity for any personal wrongdoing that is alleged and investigated.

8. EXPLANATION OF BENEFITS:

8.1 RESERVATION OF RIGHTS:

ALCS has established a variety of employee benefit programs for eligible employees.

ALCS reserves the right to amend, modify or terminate, in whole or in part, any or all of the benefits plans described herein. Each employee will be notified of any changes or discontinuations as soon as practical.

If any information contained in this handbook contradicts any of the information contained in the Summary Plan Documents (SPD), or in these master contracts or master plan documents, the SPDs, master contracts, or master plan documents, as the case may be, shall govern in all cases.

8.2 ELIGIBILITY FOR BENEFITS:

As a full-time employee you are eligible for all of the benefits offered by ALCS, provided you meet the eligibility requirements for each particular benefit. Coverage is available to you and your dependents as defined in the benefit explanation materials.

Part-time employees working less than 30 hours per week on a regular basis will be eligible only for those benefits specifically outlined by the school and as required by law. Temporary employees may be eligible for benefits depending upon the amount of hours they work, in accordance with applicable law and benefit plan documents.

Under the Patient Protection and Affordable Care Act (PPACA), a full-time employee is defined as someone who averages at least 30 hours of service per week or 130 hours per month. Under the shared responsibility provisions of the PPACA, large employers must offer full-time employees and their dependents affordable, minimum essential health care coverage.

If ALCS is uncertain whether an employee will have on average at least 30 hours of service per week or 130 hours per month, we will use a “standard measurement period” of 12 months to make this determination. A standard measurement period is a designated period used to ascertain whether an ongoing variable or seasonal employee is full-time and eligible for health care coverage. All employees will be measured for eligibility prior to open enrollment each year, but no later than 07/31. The employer will look at the previous year from 07/01 through 06/30 to determine benefit eligibility.

8.3 INSURANCE PLANS:

ALCS offers a Section 125 Plan that enables employees to contribute to certain types of benefits through pretax deductions from their wages. The employee’s costs for the selected benefits are deducted prior to federal, state and local income taxes, and prior to deductions for Social Security and Medicare taxes. These benefits are “use it or lose it.” Unused amounts at the end of the year will be lost.

The Principal and the Board of Trustees will select insurance plans that the organization will provide to each eligible Employee, which may include more than one option of provider or provider network.

Employee deductions for coverage will be required and will vary depending upon the level of coverage selected by the Employee (individual, individual plus spouse, family, etc.). Employee contributions toward insurance coverage will be withheld automatically from the employee’s paycheck, in an amount in accordance with a schedule maintained by the School Business Administrator and disclosed at hire, during open enrollment and when an employee has a qualifying event. Employees will be required to sign a deduction approval form prior to withholdings being made from the employee’s paycheck. Employees will be presented with summary plan documents at hire, during open enrollment and as requested.

To review insurance and benefit options offered by the ALCS, please see Appendix B and refer to the summary plan description for each benefit.

Employee questions regarding all insurance plans should be directed to the School Business Administrator.

8.4 QUALIFYING LIFE EVENT:

For plans governed by the rules of Section 125 of the Internal Revenue Code, you cannot change your plan elections during a calendar year unless you or your dependent(s) experience a Qualifying Life Event. Please notify the School Business Administrator as soon as possible, but no later than 30 days from the date of the event that you will need to make a change to your benefit structure. Documentation of the event will be required in order to process the change.

Qualifying Life Events as defined by IRS Section 125 include but are not limited to:

- Change in your legal marital status
- Change in your number of tax dependents
- Birth of a child or date you adopt a child, or placement for adoption
- Death of a dependent
- Change in your dependent's eligibility
- Change in employment status that affects eligibility for health insurance benefits

A dependent is anyone you claim on your Federal Income Tax return or someone who jointly files a Federal Income Tax return with you or who is your child under the age of

26. If you or your dependents experience an event, you may enroll or change your current election, however, your requested change must be consistent with the event that prompted the election change.

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Please refer to the Summary Plan Description for more details.

8.5 UNEMPLOYMENT INSURANCE:

ALCS pays taxes to provide state-mandated income protection for employees in certain circumstances, subject to all applicable federal and state laws, rules and regulations, if they should become unemployed.

8.6 WORKERS' COMPENSATION INSURANCE:

Injuries resulting from accidents that occur while performing official duties are covered by Workers' Compensation Insurance. ALCS will carry all applicable coverage to protect employees as required by law.

Any employee who suffers a work related injury must report such injury to their supervisor immediately and submit a NYS Workers' Compensation Board Form C-3 to the School Business Administrator within ten (10) days.

The employee must seek medical treatment and follow up care if required.

All paperwork will promptly be submitted to the Workers' Compensation Insurance Board. Similarly, employees are expected to complete documentation required for claims in a timely manner.

Any person who knowingly makes or presents a false statement or representation or fails to disclose a material fact for the purpose of influencing any determination regarding the payment of benefits,

whether for oneself or for any other person is guilty of a felony.

8.7 DECLINATION OF BENEFITS:

Any employee who wishes not to accept any of the insurance benefits offered is required to submit a declination in writing to the School Business Administrator at the time of hire and during open enrollment.

8.8 COBRA:

If you or your covered dependents lose group health insurance coverage (or of any other benefit that is covered by COBRA as defined by the law) as a result of your termination of employment, reduction in hours of employment, death, divorce or cessation of dependent status (a “qualifying event”), each of you is eligible to temporarily continue coverage at your own cost. This continuation is commonly referred to as the Consolidated Omnibus Budget Reconciliation Act or COBRA Benefits. Please notify the School Business Administrator within 60 days of a qualifying event that involves birth, death, divorce or cessation of dependent status. You will be notified of your rights to receive COBRA benefits at the time of the qualifying event and will have 60 days to elect coverage. Please refer to the “General Notice of COBRA Continuation Rights” provided to you when you first became enrolled in our group health plan.

9. REIMBURSEMENTS:

9.1 GENERAL REIMBURSEMENT:

Employees are eligible for reimbursement from ALCS for expenses reasonably incurred while conducting official business. To be eligible for any expense reimbursement, your activity must be approved in writing by the Principal or their designee prior to the event, which you are purchasing for, is taking place. All prior requests for reimbursement must be submitted to the Principal or their designee for approval at least five (5) business days prior to the event causing the need for reimbursement.

No employee should spend their personal funds on any items for ALCS without receiving approval to do so.

9.2 TRANSPORTATION & LODGING REIMBURSEMENT:

ALCS does reimburse for previously approved costs incurred by the employee with transportation to and from offsite locations for overnight stay while at approved offsite events. When traveling, the most reasonable mode, lodging and class of travel (considering factors such as cost, time efficiency and convenience) should be selected by each employee at all times and will be reimbursed at the federally approved rate. If air travel or hotel stay is required, all costs should be approved by the School Business Administrator prior to arrangements being finalized. All expenses must be accompanied by receipts, listed on the Reimbursement Form and submitted to the School Business Administrator to receive reimbursement.

ALCS will not reimburse for phone calls made associated with lodging.

Employees are expected to use cell phones to make calls while traveling.

ALCS will not reimburse for hotel amenities above and beyond basic room fees. Employees may choose additional amenities during their stay, but should not submit those items for reimbursement.

9.3 MEAL REIMBURSEMENT:

ALCS will reimburse the employee for reasonable previously approved meal expenses incurred by the Employee while in approved travel status. For the purposes of this policy, the employee will be expected to pay for meals that they would normally pay for during the course of their normal employment. For example, employees generally are responsible for providing their own lunch during the course of a normal day, so they will still be expected to follow through with this practice while in travel status. Meals above and beyond this guideline will be considered for reimbursement.

The amount that the employer is willing to reimburse will be based upon federal guidelines. All expenses must be accompanied by receipts, listed on the form provided by the organization and submitted to the School Business Administrator to receive reimbursement. All expenses should be reasonable and appropriate.

9.4 MILEAGE REIMBURSEMENT:

Employees are eligible for reimbursement from the organization for business use of their personal vehicle while in travel status and on official business for the organization. To be eligible for reimbursement, travel status must be approved and granted by the Principal. Regular commuting time and mileage are not to be reimbursed. Some positions do require travel between other Charter Schools within the City of Albany.

This also will not be reimbursed, as it is an expectation of your job to work collaboratively. Additionally, employees will only be reimbursed for travel that is required by their position and not those events that are of the employee's choosing to attend. Authorized travel will be reimbursed at the federal rate. All

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travel should be listed on the form provided by the organization and be submitted to the School Business Administrator for reimbursement.

10. SAFETY:

10.1 GENERAL SAFETY:

The health and safety of employees and others on organization property are of critical concern to ALCS. To this end, we must rely upon employees to ensure that all areas are kept safe and free of hazardous conditions. Employees should report any unsafe conditions or potential hazards to a supervisor immediately, even if the problem appears to be corrected.

Periodically, ALCS may issue rules and guidelines governing workplace safety and health. All employees should familiarize themselves with these rules, as strict compliance will be expected.

10.2 BUILDING HOURS:

For safety reasons, employees are only allowed in the building during approved hours that are between 7:00 a.m. and 10:00 p.m. on weekdays. The front office is open to the public from 7:00 a.m. to 4:00 p.m. Monday-Friday. The building is closed on weekends. When school is not in session, but the building is open the approved hours are between 7:00 a.m. and 10:00 p.m. The gym stairwell closes at 5:00 p.m.

10.3 PARKING LOT SAFETY:

You are encouraged to use the parking areas designated for our employees. Remember to lock your car every day and park within the specified areas. Always be aware of your surroundings and mindful of your

own personal safety when walking alone.

Courtesy and common sense in parking will help eliminate accidents, personal injuries and damage to your vehicle and to the vehicles of other employees. If you should damage another car while parking or leaving, immediately report the incident, along with the license numbers of both vehicles and any other pertinent information you may have, to the School Business Administrator. If necessary, contact the local authorities to have a police report taken in case of possible insurance activity.

ALCS cannot be and is not responsible for any loss, theft or damage to your vehicle or any of its contents.

All employees are required to identify their vehicles with an ALCS parking hangtag. There is limited parking onsite and students are not permitted to park in the lot. Properly displaying a hangtag allows the School to determine who is authorized to park in the lot.

In addition to parking spots in the School parking lot, spaces have been made available to you at St. Paul's Episcopal Church adjacent to the School. For liability reasons, vehicles without hangtags may not park in the church lot and will be subject to towing.

Staff may not park in the spaces marked "visitor" and may only park in a handicapped spot if they has acquired the proper hangtag to do so.

10.4 GENERAL HOUSEKEEPING:

Neatness and good housekeeping are signs of efficiency. You are expected to keep your space neat and orderly at all times. It is a required safety precaution.

If you spill a liquid, clean it up immediately. Do not leave materials, or other objects on the floor that may cause others to trip or fall. Keep aisles, stairways, exits, electrical panels, fire extinguishers, and doorways clear at all times.

Easily accessible trash receptacles and recycling containers are located throughout the building. Please put all litter and recyclable materials in the appropriate receptacles and containers. Keep sharp objects and dangerous substances out of trashcans. Items that require special handling should be disposed of in approved containers.

Please report anything that needs to be repaired or replaced to the School Business Administrator immediately.

10.5 ACCIDENT PREVENTION:

Accident prevention and the safety and health of our employees are a priority. We recognize our responsibility to provide a safe and healthy environment. Please help us by keeping your workspace clean and neat at all times, avoid lifting anything that appears too heavy, learn the fire safety plan and always keep exits clear of obstructions. Most importantly, use common sense when you encounter a situation that is dangerous or presents harm.

All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to the School Business Administrator. If you or another employee is injured in a manner that requires emergency medical attention, you should contact outside emergency response agencies.

The school is required to keep records of all occupational illnesses and accidents. OSHA provides for your right to know about any health hazards that might be present on the job. Should you have any questions or concerns, contact the School Business Administrator for more information.

10.6 FIRE PREVENTION:

Know the location of the fire extinguisher in your area and make sure it is kept clear at all times. Notify the School Business Administrator if an extinguisher is used or if the seal is broken. Keep in mind that extinguishers that are rated ABC can be used for paper, wood, or electrical fires. Make sure all flammable liquids, such as alcohol, are stored in approved and appropriately labeled safety cans and are not exposed to any ignition source.

If you are aware of a fire, you should follow R.A.C.E. protocol.

Rescue: When you discover a fire, rescuing people in immediate danger is top priority.

Follow evacuation procedures when leaving the building.

- Alarm: Sound the fire alarm, call 911 immediately and notify leaders in the building.
- Confine: Confine the fire. Close all doors and windows. If possible put damp towels under doorways to ensure that smoke does not seep out of the confined area.
- Extinguish: Small fires may be smothered or extinguished by employees who are knowledgeable in the correct use of fire extinguishers.

Regular drills will take place to ensure that all employees fully understand all fire safety protocol and in alignment with Section 807 of the Education Law.

Section 807 of the Education Law must appear in all Employee Handbooks and is as follows:

1. It shall be the duty of building principals or other person in charge of every public or private school or educational institution within the state, other than colleges or universities, to instruct and train the pupils by means of drills, so that they may in a sudden emergency be able to respond appropriately in the shortest possible time and without confusion or panic. Such drills shall be held at least twelve times in each school year, eight of which required drills shall be held between September first and December thirty-first of each such year. Eight of all such drills shall be evacuation drills, four of which shall be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress. Four of all such required drills shall be lock-down drills. Drills shall be conducted at different times of the school day. Pupils shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly, provided however, that such additional instruction may be waived where a drill is held during the regular school lunch period or assembly. Four additional drills shall be held in each school year during the hours after sunset and before sunrise in school buildings in which students are provided with sleeping accommodations. At least two additional drills shall be held during summer school in buildings where summer school is conducted, and one of such drills shall be held during the first week of summer school.

1-a. In the case of after-school programs, events or performances which are conducted within a school building and which include persons who do not regularly attend classes in such school building, the principal or other person in charge of the building shall require the teacher or person in charge of such after-school program, event or performance to notify persons in attendance at the beginning of each such program, event or performance, of the procedures to be followed in the event of an emergency so that they may be able to respond in a timely, orderly manner.

2. It shall be the duty of the board of education or school board or other body having control of the schools in any district or city to cause a copy of this section to be printed in the manual or handbook prepared for the guidance of teachers, where such manual or handbook is in use or may hereafter come into use.

3. It shall be the duty of the person in charge of every public or private college or university within the

state, to instruct and train the students by means of drills, so that they may in a sudden emergency be able to leave the college or university building in the shortest possible time and without confusion or panic. Such drills shall be held at least three times in each year, one of which required drills shall be held between September first and December first of each such year. In buildings where summer sessions are conducted, one of such required drills shall be held during the first week of such summer session. At least one of such required drills shall be through use of the fire escapes on buildings where fire escapes are provided. At least one additional drill shall be held in each year during the hours after sunset and before sunrise in college or university buildings in which students are provided with sleeping accommodations.

4. Neglect by any principal or other person in charge of any public or private school or educational institution to comply with the provisions of this section shall be a misdemeanor punishable at the discretion of the court by a fine not exceeding fifty dollars; such fine to be paid to the pension fund of the local fire department where there is such a fund.

10.7 EMERGENCY PROCEDURES:

In the case of an emergency, the Building Principal or their designee will be responsible for calling the appropriate authorities. If you are advised to evacuate the building, you should stop all work immediately and follow that directive. Make sure all individuals are accounted for and proceed to your designated exit. It is critical to the safety of all employees and students that we know who is in the building and who should be accounted for in case of an emergency. The School Business Administrator or their designee will be responsible for the headcount when outside the building. Exit quickly, but do not run. Do not stop for personal belongings. Be present and accounted for during roll call. Do not re-enter the building until instructed to do so.

In certain emergency situations, it will be necessary not to evacuate, but to shelter in place. This means to take immediate shelter where you are. It may also mean to seal the room or in other words, take steps to prevent outside air from coming in. This could be because of danger in the building or because of chemical or radiological contaminants. It is important to listen to directives to understand whether we wish you to merely remain indoors or to take additional steps for protection. The Dean of Students will be responsible for the direction of staff during lockdowns, shelter in place incidents and once employees have successfully evacuated the building.

10.8 SAFETY INSPECTIONS:

In order to ensure safety and security, ALCS reserves the right to question and inspect or search any employee or other individual entering onto or leaving the premises according to the law. The inspection or search may include any packages or items that the individual may be carrying, including briefcases, handbags, knapsacks, and shopping bags. These items are subject to inspection and search at any time, with or without prior notice. We may also require employees while on the job or on the premises to agree to reasonable inspection of their personal property or their person. The individual may be requested to self-inspect their personal property or person by displaying the contents of any packages and/or turning out their pockets in the presence of a representative, typically a management employee of the same gender. We will not tolerate an employee's refusal to cooperate in these procedures.

10.9 VIOLENCE IN THE WORKPLACE:

Acts of violence will not be tolerated. Any instances of violence must be reported to the Principal immediately. Complaints will be fully investigated and we will promptly respond to any incident or suggestion of violence

ALCS believes it is important to establish a clear policy that addresses weapons in the workplace. All persons who enter our property are prohibited from carrying a handgun, firearm, knife, or other weapon

of any kind regardless of whether the person is licensed to carry the weapon or not. Weapons are strictly prohibited on employer property.

The only exception to this policy will be police officers, security guards or other persons who have been given written consent to carry a weapon on the property.

10.10 CHILD ABUSE REPORTING:

New York State laws require that certain professionals, including school officials, teachers, mental health professionals, social workers, and psychologists must report suspected cases of child abuse and neglect when the child coming before them in their professional capacity presents information, which, if true, would cause that child to be an abused or neglected minor. The law also extends to situations in which information regarding suspected abuse or maltreatment stems solely from parental disclosures in the absence of the child coming before the staff member of the School. The latter is a common manner in which information regarding suspected child abuse or maltreatment reaches the attention of an employee.

When it is necessary to make a report, such report shall be submitted without regard to whether the parent (or child) consents to such reporting. All suspected cases are to be reported in accordance with the procedures outlined in the following policy statement.

In compliance with New York State law, mandated reporters of child abuse in New York State, must directly report suspicions of child abuse to the

Statewide Central Register for Child Abuse and Maltreatment to 1-800-3423720. Mandated reporters need not seek consent or approval before making a report.

In accordance with the law, we will not take retaliatory personnel action against an employee who believes that they have reasonable cause to suspect that a child is an abused or maltreated child and then makes a report in accordance with the law.

Persons reporting in good faith with concern for the welfare of a child shall be granted immunity from any civil or criminal liability.

Failure to report a suspected case of child abuse or maltreatment constitutes a Class A misdemeanor. Knowingly and willfully failing to report is cause for civil liability for damages proximately caused by such failure.

NYS Social Services Law defines abuse and maltreatment. Below is a summary of those definitions. This is not an all-inclusive list. Please contact the Statewide Central Register if you suspect child abuse, but the particular situation is not explicitly detailed below.

- Physical abuse is defined as inflicting or allowing to be inflicted physical injury by other than accidental means or creating or allowing to be created a substantial risk of physical injury to such child by other than accidental means.
- Sexual abuse is defined as a child less than 18 years of age whose parent or other person legally responsible for the child's care commits or allows being committed a sex offense against such child, as defined in the penal law. (Corroboration requirements in the penal law no longer apply.)
- Maltreatment is defined as the failure of a child’s parent or other legal guardian to exercise a minimum degree of care resulting in the impairment of physical, mental or emotional condition of a child.
- Sexual maltreatment is defined as the sexual abuse of a child or failure to exercise a minimum degree of care or when a child is exposed to sexual activity or exhibitionism for the purpose of sexual stimulation or gratification of another.
- New York State law is silent on the issue of reporting past incidents of child abuse or maltreatment. However, the spirit of the law is to protect the child and to prevent abuse or maltreatment. If there

good reason to believe based on a past history that there will be a future act of child abuse or maltreatment, the situation should be reported.

10.11 DRUG AND ALCOHOL USE:

Consistent with our efforts to promote health and safety and protect the interests of our employees and the organization, we cannot allow anyone to use, possess, distribute, manufacture, purchase, or be under the influence of alcohol or illegal drugs, intoxicants, or controlled substances at any time on organization premises, in organization vehicles, or while on business. Accordingly, the use of alcohol and the illegal use of drugs, intoxicants, or controlled substances (including marijuana or cannabis) while on ALCS property or while working on business are strictly prohibited. Consequently, ALCS strictly prohibits the following conduct:

- The use, possession, purchase, sale, or distribution of any illegal drug, alcohol, intoxicant, marijuana or other cannabis product, or non-prescribed controlled substance while on the job or on ALCS-owned or occupied premises;
- Driving a vehicle on ALCS business while under the influence of alcohol or an illegal drug, intoxicant, marijuana or other cannabis product, or controlled substance;
- Distributing, selling, manufacturing, or purchasing--or attempting to distribute, sell, manufacture, or purchase--an illegal drug, intoxicant, marijuana or other cannabis product, or controlled substance during working hours or while on ALCS-owned or occupied premises; • Testing positive on a required or requested drug or alcohol test or screen;
- Refusing either to take or to release information regarding a required or requested drug or alcohol test or screen; and
- Violating any ALCS rule or policy regarding alcohol and drug use.

ALCS may require drug or alcohol testing when a reasonable suspicion exists that any employee is under the influence of alcohol or any illegal drug, intoxicant, or controlled substance while on the job, or is otherwise in violation of this policy. Reasonable suspicion means suspicion based on information regarding the appearance, behavior, speech, attitude, mood, and breath odor of any employee.

Additionally, we may require testing when any employee is found in possession of alcohol or any illegal drug, intoxicant, or controlled or when required by a state or federal law or regulation. Test results will be kept as confidential as possible, will only be disclosed to those having a business need to know and will be used only in serving the valid interests of ALCS in properly administering this policy.

Employees suspected of possessing alcohol, illegal drugs, intoxicants, or controlled substances are subject to inspection and search, with or without notice.

Any employee who is using prescription or over-the-counter drugs that may impair their ability to safely perform the job or may affect the safety or well being of others should inform their Human Resources/Benefits Administrator that they are taking such medication and may be asked to submit a physician's statement addressing the impact of the medication on the employee's ability to perform their job, as well as the expected duration of use. The employee is not required to identify the medication or the underlying illness. Nothing contained in this policy is intended to violate or interfere with individual rights under the law.

When in accordance with applicable law, ALCS will take corrective action, up to, and including, termination for violations of this policy. Employees who violate this policy may also be removed from the workplace immediately. The appropriate law enforcement authorities may also be notified.

In accordance with applicable law, ALCS will not discriminate against, terminate, discipline, or refuse to hire or employ individuals solely because they lawfully use and/or possess marijuana or other cannabis products. However, if an employee is impaired by the legal use of marijuana or other cannabis products

(as may be defined by applicable law) ALCS may remove the employee from work and/or customer or

ALCS property and/or discipline the employee, up to and including termination of employment. Determinations of impairment will be made by a supervisor or a member of management, in accordance with applicable law. ALCS may also discipline an employee for possessing marijuana on ALCS property and/or using marijuana during work time (which includes all breaks). ALCS will not take disciplinary action against employees solely for certified medical use of marijuana. However, like all other employees, employees who are certified patients may be subject to disciplinary action if they are under the influence of drugs on the job, on ALCS premises, on ALCS business, or are otherwise in violation of this policy. Nothing in this policy requires ALCS to commit any act that would cause it to be in violation of federal law, or which would result in the loss of a federal contract or federal funding. Moreover, nothing in this policy prohibits or limits ALCS from taking action as required by state or federal statute, regulation, ordinance, or other governmental mandate.

We will have occasion that students in our care may need to receive prescription or over the counter medications. A Registered Nurse should administer all medications to students with written parental consent. Employees should not condone or knowingly allow students to receive a medication that does not expressly follow this policy. If you are aware that this is going on, it must be reported to the Building Principal immediately.

ALCS complies with all standards as defined by the Americans with Disabilities Act and the New York Human Rights Law, and other applicable laws and protects and makes reasonable accommodations for Employees with chemical dependencies if they voluntarily wish to seek treatment or rehabilitation. Employees in need of accommodation should contact or be referred to the Human Resources/Benefits Administrator.

10.12 DRUG FREE WORKPLACE ACT COMPLIANCE:

ALCS is covered by the Federal Drug-Free Workplace Act, and seeks to maintain a drug- free workplace. As a covered employer, we must certify to the contracting government agencies that we will provide a drug-free workplace in connection with the performance of its government contracts.

ALCS strictly prohibits the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance. Employees who violate this rule will be subject to discipline, up to and including termination. This policy applies to all employees, including, but not limited to managers, supervisors, full-time, part-time and temporary employees.

In accordance with the Drug-Free Workplace Act of 1988, ALCS will provide a drug-free workplace by ensuring employees are aware of and will abide by the following:

- Employees must, as a condition of employment, report any conviction under a criminal drug statute for violations occurring in the workplace. A report of a conviction must be made to the Principal within five days of the conviction.
- Within ten days of learning about an employee's conviction, ALCS will notify the contracting or granting agency of the employee's criminal drug statute conviction.
- After learning of an employee's conviction, ALCS will promptly, in its sole discretion, either:
    - Discipline the employee, up to and including termination of employment; or
    - Require the employee to satisfactorily participate in and complete a drug abuse assistance or rehabilitation program approved for those purposes by Federal, State, or local health, law enforcement, or other appropriate agency.
- Each employee, as a condition of employment, shall sign an Employee Notification Statement that sets forth the requirements of the Drug-Free Workplace Act.

Employer maintains a Drug-Free Awareness Program to educate employees about the policy of maintaining a drug-free workplace, the dangers of drug abuse, available drug counseling and

rehabilitation programs, and penalties that may be imposed on employees for drug abuse violations. Employees will be provided information about the Drug-Free Awareness Program on an annual basis.

ALCS will make ongoing good faith efforts to maintain a drug-free workplace by implementing the above requirements. Any questions regarding our drug-free workplace compliance efforts should be directed to the School Business Administrator.

10.13 VISITORS AT WORK:

All visitors to the workplace should sign in as guests upon their arrival. If an employee encounters a person who is unfamiliar and unaccompanied, the employee should ask them whom they are there to see and then accompany the person to the front desk.

Employees who wish not to approach the unaccompanied person should report the person's presence to the front desk.

Occasionally, family members may have the need to visit you at work. For the safety of all individuals, visits should be brief. Parents may not care for or watch their own children while they are on duty. Children may not visit for extended periods of time during work hours.

10. 14 AIRBORNE INFECTIOUS DISEASE EXPOSURE PREVENTION PLAN:

In compliance with the New York Health and Essential Rights Act (NY HERO Act), ALCS's HERO Act policy protects employees against exposure and disease during an airborne infectious disease outbreak. ALCS's HERO Act policy becomes effective when an airborne infectious disease is designated by the New York State Commissioner of Health as a highly contagious communicable disease that presents a serious risk of harm to the public health. When designated, ALCS will provide a copy of the adopted airborne infectious disease exposure prevention plan and post the same in a visible and prominent location within each worksite. Employees may view the HERO Act policy attached as Appendix G.

Appendix A.pdf

Appendix B.pdf

APPENDIX D: FAMILY AND MEDICAL LEAVE

Definition of Serious Health Condition – A serious health condition is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility or continuing treatment by a healthcare provider for a condition that either prevents an employee from performing the functions of their job, or prevents the qualified family member from participating in school or daily activities.

Family or Medical Leaves of Absence will be granted for a period of up to twelve weeks during a 12-month period. A 12-month period begins on the date of the Employee's first use of Family or Medical Leave. Successive 12-month periods commence on the date of an Employee's first use of family and medical leave after the preceding 12month period has ended.

Under some circumstances, Employees may take family and medical leave for their own serious health condition or the serious health condition of a spouse, child, or parent intermittently or by reducing their normal weekly or daily work schedule. Employees, however, must make reasonable efforts to schedule treatment and care so ALCS operations are not disrupted. No intermittent or reduced leave is permitted for parental leaves except with ALCS express permission. Intermittent or reduced leaves are also available during Active Duty or service member caregiver leave.

Requesting Leave:

Employees may request an FMLA Leave by providing the School Business Administrator with a written notice of their need for leave. Where foreseeable, this notice must be given at least 30 days prior to the first day of anticipated leave. If it is not possible to give 30 days' notice, the employee must give as much notice as is possible, generally on the day of learning of the need for leave or the next business day, and must comply with ALCS normal call-in procedures. Calling out "sick" without providing the reason for the needed leave will not be considered sufficient notice for FMLA leave under this policy. For foreseeable leave due to a qualifying exigency, notice must be provided as soon as practicable, regardless of how far in advance such leave is foreseeable.

An employee undergoing planned medical treatment is required to make a reasonable effort to schedule the treatment to minimize disruptions to operations. To that end, the employee is required to consult with ALCS when arranging the date(s) of treatment to identify dates on which absences will not unduly disrupt operations, subject to the approval of the health care provider.

Certification of Need for FMLA Leave:

If the need for leave is your own serious health condition or the serious health condition of a member of your immediate family, you may be required to submit a medical certification from a health care provider. The employee is required to provide the certification within 15 days of the school's request, or be able to demonstrate that it is not possible to do so under the circumstances, despite the employee's diligent, good faith efforts. If deemed necessary, the Company may ask for a second opinion. The Company will pay for the employee to get a certification from a second doctor, which the Company will select. If there is a conflict between the original certification and the second opinion, the Company may require the opinion of a third doctor. The Company and the employee will jointly select the third doctor, and the Company will pay for the opinion. The third opinion will be considered final.

ALCS may request recertification for the serious health condition of the employee or the employee's family member when circumstances have changed significantly, or if the employer receives information casting doubt on the reason given for the absence, or if the employee seeks an extension of their leave. Otherwise, ALCS may request recertification for the serious health condition of the employee or the

employee's family member every six months in connection with an FMLA absence or as otherwise permitted by law.

Medical certification of fitness for duty before returning to work may be required if the leave was due to the employee's own serious health condition.

Failure to comply with the foregoing requirements may result in delay or denial of leave, or disciplinary action, up to and including termination of employment. Providing false or misleading information or omitting materials information in connection with an FMLA leave will result in disciplinary action, up to and including termination.

Health Insurance and Other Benefits:

ALCS will maintain, for up to a maximum of 12 work weeks of FMLA leave, any group health insurance coverage that you were provided before the leave on the same terms as if you had continued to work. Employees will continue to be responsible for their portion of the premium payment. Employees who fail to return after a leave may be required to reimburse ALCS for the entire cost of health insurance premiums. If ALCS grants an employee an extension beyond 12 weeks of leave, the employee will maintain the same insurance coverage beyond the 12 weeks (or 26 weeks for military caregiver leave).

Employees will be required to use any accrued paid leave time (i.e. personal time) concurrently with FMLA leave, unless the employee is receiving disability or workers' compensation benefits. If the employee receives disability or workers' compensation benefits, they may elect, but are not required, to use accrued paid time off to bring them to 100% of compensation. Any leave taken pursuant to an applicable disability or workers' compensation law will run concurrently with FMLA leave provided the reason for the absence is due to an FMLA-qualifying serious illness or injury.

While an employee is using accrued paid leave, the employee continues to accrue paid time off. If the employee is not utilizing accrued paid time off, the Employee will not accrue paid leave time during the leave of absence.

During FMLA Leave, employees may, depending upon the reason for the leave, be eligible for short-term disability payment and/or workers' compensation benefits consistent with state law. All employees eligible for NYS Disability or Workers' Compensation are required to submit the appropriate forms to the School Business Administrator.

Medical Extension:

If your FMLA Leave entitlement expires and you remain medically unable to return to work because of your physical or mental disability, ALCS will attempt to accommodate you and may provide additional leave beyond the 12 weeks of FMLA leave. An employee should contact the School Business Administrator to request such accommodation.

Return to Work:

Employees on FMLA Leave should provide the organization with at least one week written notice of their intended return to work. A doctor's note may be required to ensure that an employee may safely return to work.

Most employees returning to work will be reinstated to your previous position or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions as the law allows. However, upon return from a Family or Medical Leave, you have no greater right to reinstatement than if you had been continuously employed rather than on Leave.

Your use of Family or Medical Leave will not result in the loss of any employment benefit that you earned or were entitled to before using Family or Medical Leave.

Should the employee fail to return to work after the leave period, the employee may be required to remit to ALCS the costs of the health premium paid by ALCS. Any accrued, unused time will be forfeited in the event the employee terminates employment without returning for work and working the required notice period.

If, upon return, you require reasonable accommodations due to a disability, notify the School Business Administrator and ALCS will engage in an interactive process with you to help us determine whether reasonable accommodations can be provided to enable you to perform the essential functions of your job.

Additional Information:

ALCS and applicable law prohibit any interference with, restraint, or denial of any right provided under the FMLA and prohibit discrimination against any person for opposing any practice made unlawful by the FMLA or for involvement in any proceedings under or relating to FMLA.

ALCS encourages you to bring any concerns or complaints about compliance with the FMLA to the attention of the School Business Administrator immediately. You may also file a complaint with the U.S. Department of Labor or file suit.

For further information or clarification about FMLA leave, please contact the School Business Administrator.

APPENDIX E: PAID FAMILY LEAVE

New York's Paid Family Leave provides job-protected, paid time off so you can:

- Bond with a newly born, adopted or fostered child,
- Care for a close relative with a serious health condition, or
- Assist with family situations when a family member is deployed abroad on active military service.

You can continue your health insurance while on leave and are guaranteed the same or comparable job after your leave ends. If you contribute to the cost of your health insurance, you must continue to pay your portion of the premium cost while on Paid Family Leave.

Payroll Deduction

Paid Family Leave is 100 % funded through employee payroll contributions that are set each year to match the cost of coverage. The rate of employee contributions is reviewed annually and is subject to change by New York State's Department of Financial Services.

New York Paid Family Leave is insurance that may be funded by employees through payroll deductions. In 2026, the contribution is 0.432% of an employee's gross wages each pay period. The maximum annual contribution is $411.91.

Employees earning less than the current Statewide Average Weekly Wage (SAWW) of $1,922.25 will contribute less than the annual cap of $411.91 consistent with their actual wages.

Waivers

If an employee does not expect to work long enough to qualify for Paid Family Leave, the employee may opt out of paying Paid Family Leave payroll contributions by completing a waiver of benefits form. This waiver is optional, and an employer may not require that an employee sign a waiver. Employees who complete a waiver will not contribute to Paid Family Leave through payroll deductions and will not be eligible to take Paid Family Leave. If the employee's schedule changes and will be expected to qualify for Paid Family Leave, the waiver is automatically revoked and the employee is responsible for paying any required Paid Family Leave contributions from the first day of employment.

Benefits -- Time

Eligible employees can take Paid Family Leave for up to twelve (12) weeks in 2026. Leave can be taken either all at once or in full-day increments. You may take the maximum time-off benefit in any given 52-week period.

Benefits -- Pay

Paid Family Leave pay benefits also phase in over four years. Benefits are a percentage of your average weekly wage, capped at that same percentage of the New York State Average Weekly Wage, as calculated annually by New York State's Department of Labor. These benefits are 67% of your average weekly wage for 2026, capped at 67% of New York State's Average Weekly Wage capped at $1,922.25.

Eligibility

All eligible employees are entitled to participate in Paid Family Leave.

- Full-time employees: Employees who work a regular schedule of 20 or more hours per week are eligible after 26 consecutive weeks of employment.
- Part-time employees: Employees who work a regular schedule of less than 20 hours per week are eligible after working 175 days, which do not need to be consecutive.

Employees are eligible regardless of citizenship and/or immigration status. In the event that an employee also collects New York State Disability Leave Benefits ("DBL") for their own disability, the maximum amount of time that can be taken for both DBL and PFL can total no more than 26 weeks during a 52- week time period.

ALCS will not permit more than one employee to use PFL to care for the same family member at the same time. For example, if both spouses work for ALCS, ALCS may deny PFL to one spouse if both employees have requested to take PFL during the same period of time to bond with the same child. However, both spouses could take PFL at different times to bond with the same child.

Relationship with other types of leave

Relationship between *NYS Paid Family Leave (PFL)*, the federal *Family and Medical Leave Act (FMLA)*, short-term disability and Workers' Compensation is as follows:

- FMLA: Paid Family Leave can be taken by employees who are eligible for time off under the provisions of the FMLA. PFL will run concurrently with designated FMLA leave when the reason for leave qualifies under both PFL and FMLA. Eligible employees must then apply for both PFL and FMLA.
- Short-term Disability: You may not receive short-term disability and Paid Family Leave benefits at the same time. You may not take more than 26 combined weeks of short- term disability and Paid Family Leave in a 52-week period.
- Workers Compensation: If you are unable to work and qualify for Workers' Compensation Benefits, you may not use Paid Family Leave benefits at the same time as you are receiving Workers' Compensation benefits. If you are receiving reduced earnings, you may be eligible for Paid Family Leave. Please check with the Director of Finance and Operations.

Impact on Leave Accruals

Time spent on paid sick or personal days can be counted toward an employee's eligibility determination. These days off will count as qualifying work days for eligibility for Paid Family Leave. Employee contributions will continue to be collected during periods of paid time off. Employees are not allowed to use accrued time with PFL benefits in order to receive full pay during their absence.

Qualifying Events

- New Child: You can take Paid Family Leave during the first 12 months following the birth, adoption, or fostering of a child. Expectant mothers cannot take Paid Family Leave for their own pregnancy. Paid Family Leave for the birth of a child begins after the birth. It is not available for prenatal conditions. Company policy allows only one employee at a time to receive PFL to bond with the same child.
- Serious Illness: You can take Paid Family leave to care for a close relative with a serious health condition. These relatives can live outside of New York State and even outside the country. You cannot take Paid Family Leave for your own health condition. Company policy allows only one employee at a time to receive PFL to care for the same family member.
    - A serious health condition is an illness, injury, impairment, or physical or mental condition that involves:
        - Inpatient care in a hospital, hospice, or residential health care facility, or
        - Continuing treatment or continuing supervision by a health care provider.
    - A close relative includes:
        - Spouse
        - Domestic partner
        - Child and stepchild
        - Parent and stepparent
        - Parent-in-law

- Sibling
  - Grandparent
  - Grandchild

- Military Active Service Deployment: You can take Paid Family Leave to assist with family situations arising when your spouse, domestic partner, child, or parent is deployed abroad on active military service or has been notified of an impending military deployment abroad. You cannot use Paid Family Leave for your own qualifying military event.

Your Rights and Protections

You have job protection, ensuring you can return to the same job (or a comparable one) when you return from Paid Family Leave. You can keep your health insurance while on leave. If you contribute to the cost of your health insurance, you must continue to pay your portion of the premium cost while on leave. Your employer is prohibited from discriminating or retaliating against you for requesting or taking Paid Family Leave. You do not have to take all of your sick and/or vacation time before using Paid Family Leave.

Taking Paid Family Leave

1. Notify your supervisor and the Director of Finance and Operations: When you want to take Paid Family Leave, you must notify your supervisor and the Director of Finance and Operations at least 30 days before your leave will start if it's foreseeable. Otherwise, notify your supervisor and the Director of Finance and Operations as soon as possible.

2. Obtain required forms: Contact the Director of Finance and Operations, Albany Leadership's insurance carrier (The Hartford), or visit ny.gov/PaidFamilyLeave to obtain the required forms. 3. Complete and submit forms: Fill out the *Request for Paid Family Leave (Form PFL-1)* following the instructions on the cover sheet, and submit it to the Director of Finance and Operations. The Director of Finance and Operations must fill out their section of the form and return it to you within three business days. If the Director of Finance and Operations fails to respond, you may proceed to the next step below and submit all materials directly to Albany Leadership's Paid Family Leave insurance carrier, The Hartford.

4. Obtain and attach supporting documentation: The specific documentation or additional forms required for each type of leave are described on the request for Paid Family Leave and at ny.gov/PaidFamilyLeaveApply.

5. Submit your request forms and supporting documentation: Submit to Albany Leadership's 6. Paid Family Leave insurance carrier, Guardian. You can submit your claim before or within 30 days after the start of your leave. The insurance carrier must pay or deny your request within 18 calendar days of receiving your completed forms.

Employee Documentation

When filing a Paid Family Leave claim, an employee must submit supporting documentation to the insurance carrier, as detailed here:

Childbirth

The documentation requirement for a claim for Paid Family Leave to bond with a newly born child depends on whether the applicant is the birth mother or the second parent.

The birth mother must submit a birth certificate, if available, or documentation of pregnancy or birth from a health care provider. The document must include the mother's name and the child's due date or birth date. The second parent must submit, if available, a birth certificate naming them as a parent. If a birth certificate naming the second parent is not available, the second parent may submit a Voluntary Acknowledgement of Paternity or a Court Order of Filiation naming them as a parent.

If those documents are not available, the second parent can submit birth documentation from the birth mother's health care provider and either a marriage certificate or evidence of a civil union or domestic

partnership to demonstrate the relationship to the birth mother.

If none of these documents are available, the second parent may submit other documentary evidence of parental relationship to the child, to be evaluated on a case-by-case basis by the carrier.

Foster Care

A claim for Paid Family Leave to bond with a fostered child requires the submission of a letter of placement issued by a county or city department of social services or local voluntary agency. If a second parent is not named in the documentation, a copy of the document plus a document verifying the relation to the parent named in the foster care placement will be needed.

Adoption

A claim for Paid Family Leave to bond with an adopted child requires a court document finalizing adoption, or, for Paid Family Leave taken before the adoption is complete, a document showing that the adoption process is underway. Examples of proof of a pending adoption include a signed statement from an attorney, adoption agency or adoption-related social service provider that the employee is in the process of adopting a child. If the second parent is not named in that document, they must also file documentation verifying the relationship to the parent named in the adoption.

Serious Health Condition

A claim for Paid Family Leave to care for a family member with a serious health condition requires a medical certification, completed by the care recipient's health care provider. An authorization for personal health disclosure form is required by the HIPAA Privacy Rule and must be completed by the care recipient and retained on file with the health care provider in order to submit the required medical information.

Active Military Duty Deployment

A claim for Paid Family Leave to assist loved ones when a family member is deployed abroad on active military duty generally requires either a PFL-5 "Military Qualifying Event" certification or a US Department of Labor "Certificate of Qualifying Exigency for Military Family Leave." Those forms include (1) military documentation of the family member's deployment or impending deployment (active duty orders or other notice from the military), and (2) documentation of the reason for leave.

<u>Paid Family Leave Process and Contacts</u>

At Albany Leadership Charter High School for Girls, requests for Paid Family Leave forms and forms submissions should be directed to the Director of Finance and Operations. Our Paid Family Leave insurance carrier is: Guardian.

<u>Disputes</u>

If your Paid Family Leave claim is denied, the insurance carrier will provide you with information about how to request arbitration. A neutral arbitrator will decide claim- related disputes.

Contact: Insurance carrier - Guardian P.O. Box 14332 Lexington, KY 40512 800-268-2525

<u>Discrimination Complaints</u>

Employees are protected from discrimination and retaliation for requesting or taking Paid Family Leave. If Albany Leadership Charter High School for Girls terminates your employment, reduces your pay and/or benefits, or disciplines you in any way as a result of you requesting or taking Paid Family Leave, send the Director of Finance and Operations a formal request for job reinstatement using the *Formal Request for Reinstatement Regarding Paid Family Leave (Form PFL-DC-119)*, which can be found in the forms section of ny.gov/PaidFamilyLeave. File the completed form with the Director of Finance and Operations and send a copy to: Paid Family Leave, P. O. Box 9030, Endicott, NY 13761-9030

If Albany Leadership fails to comply with the request for reinstatement within 30 days, you may file a Paid Family Leave discrimination complaint with the Workers' Compensation Board using *Paid Family Leave Discrimination Complaint (Form PFL-DC-120)*, which is also available on the Paid Family Leave website. Once your complaint is received, the Board will assemble your case and schedule a preliminary hearing in front of a Workers' Compensation Law Judge.

For more information on Paid Family Leave, please visit ny.gov/PaidFamilyLeave or contact the Human Resources/Accounting Specialist.

Appendix F.pdf

Appendix G.pdf

ALBANY LEADERSHIP
CHARTER SCHOOL FOR GIRLS
A 6–12 Academy of Excellence

Sisterhood • Scholarship • Service • Leadership

Empowering Young Women. Building Leaders. Inspiring Change.

Albany Leadership Charter School

Instructional Handbook
2026–2027

A Teacher-Facing Guide to Instruction, Culture, Coaching, and Data Use

Instructional Handbook Acknowledgement

2026–2027 School Year

I acknowledge that I have received and/or been provided access to the Albany Leadership Charter School for Girls Instructional Handbook for the 2026–2027 school year.

I understand that this handbook outlines schoolwide instructional expectations, professional practices, classroom systems, coaching structures, lesson planning expectations, assessment and data practices, and related instructional responsibilities at ALCS.

I understand that this handbook is intended to support clarity, consistency, and professional growth across classrooms. I also understand that it does not replace the ALCS Employee Handbook, ALCS Community Culture Handbook, Collective Bargaining Agreement, Board-approved policies, or any applicable employment, legal, or compliance requirements.

I understand that ALCS instructional expectations, systems, tools, and procedures may be revised during the school year in response to school priorities, student needs, leadership decisions, or updated policy guidance. When revisions are made, staff will be informed of the changes and expected implementation timeline.

I understand that it is my responsibility to read, understand, and follow the instructional expectations described in this handbook and to seek clarification when expectations are unclear.

I understand that questions related to employment status, compensation, benefits, leave, discipline, or other employment matters should be addressed through the ALCS Employee Handbook and appropriate school leadership or Human Resources channels.

Questions about this handbook should be directed to the Principal and/or designated instructional leadership team member.

Employee's Signature _____

Employee's Name (Print) _____ Date _____

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Introduction

Welcome to the Albany Leadership Charter School for Girls community. We are glad to have you as part of our team and recognize the skill, commitment, and care it takes to prepare our scholars for success beyond the classroom.

At ALCS, our instructional work is grounded in the belief that every scholar deserves access to meaningful, rigorous, standards-aligned learning. Effective teaching requires strong planning, purposeful instruction, clear classroom systems, responsive use of data, and a shared commitment to continuous improvement.

Our curriculum and instructional practices are designed to support the diverse needs of students in grades 6-12. Teachers are expected to use approved curriculum materials, align instruction to New York State Learning Standards, plan with student needs in mind, and provide differentiated support so that all scholars can engage in grade-level work with appropriate scaffolds.

This handbook is intended to clarify the schoolwide instructional expectations, coaching structures, classroom culture systems, lesson planning practices, assessment expectations, data routines, and professional responsibilities that support teaching and learning at ALCS. It is a teacher-facing guide, but it also supports shared calibration among instructional coaches, department leaders, student support staff, and school leaders.

For the 2026-2027 school year, our shared instructional focus is on strengthening consistency across classrooms while deepening rigor, student thinking, checks for understanding, discourse, objective alignment, and academic support for students who need it most. These priorities are connected to our core pillars of Sisterhood, Scholarship, Service, and Leadership, and they should be visible in the way we plan, teach, support students, respond to behavior, collaborate with colleagues, and communicate with families.

This handbook should be used as a practical reference throughout the school year. Staff members are expected to read, understand, and follow the expectations outlined here and to seek clarification when expectations are unclear.

Sincerely,
Ms. Tamara Smith
Principal

Section 1: Purpose, Audience, and How to Use This Handbook

1.1 Purpose

This handbook defines the instructional expectations, coaching supports, classroom culture systems, planning practices, assessment expectations, and data routines that guide teaching and learning at Albany Leadership Charter School for Girls.

The purpose of this handbook is to support clarity, consistency, and shared accountability across classrooms. It should help teachers understand what strong implementation looks like and help leaders, coaches, and support staff provide aligned feedback and support.

1.2 Audience

This handbook is intended for:

- Teachers
- Instructional coaches
- Department leaders
- Grade-level leaders
- Student support staff
- School leaders who observe, coach, evaluate, or support instruction

Although the handbook is primarily teacher-facing, it should also be used by instructional leaders to calibrate expectations, guide coaching conversations, support professional learning, and identify areas where additional support or accountability may be needed.

1.3 Relationship to Other Documents

This handbook should align with, but not replace:

- ALCS Employee Handbook
- Parent/Guardian Handbook and Community Culture Handbook
- Board-approved policies
- Collective Bargaining Agreement, where applicable
- Teacher evaluation documents
- Special education, 504, and ENL compliance documents
- Curriculum maps, pacing guides, assessment calendars, and schoolwide implementation tools

When expectations overlap, staff should follow the most current Board-approved policy, legal/compliance requirement, Collective Bargaining Agreement where applicable, or leadership-issued guidance.

1.4 How the Handbook Will Be Used

This handbook will be used to:

- Clarify instructional expectations

- Support lesson planning and internalization
- Guide classroom walkthroughs, coaching, and feedback
- Support consistent classroom culture and Tier 1 behavior response
- Align data-driven instruction and academic intervention
- Calibrate leaders, coaches, and instructional support staff
- Support professional learning and continuous improvement
- Provide a shared reference when expectations need to be clarified, reinforced, or revisited

The handbook should be treated as a living instructional reference. As school priorities, student needs, tools, or policies change, updates may be made and communicated to staff with an implementation timeline.

Section 2: ALCS Instructional Vision and Schoolwide Priorities

2.1 Instructional Vision

At Albany Leadership Charter School for Girls, strong instruction is purposeful, rigorous, culturally responsive, and grounded in the belief that every scholar deserves access to meaningful academic work. Our classrooms should prepare students not only to complete assignments, but to think critically, communicate clearly, collaborate effectively, advocate for themselves, and apply their learning beyond the classroom.

Instruction at ALCS should consistently reflect high expectations, strong relationships, clear routines, and meaningful opportunities for student voice. Teachers are expected to plan and deliver lessons that are aligned to standards, responsive to student data, and designed to help students build the academic and leadership skills necessary for college, career, and community impact.

2.2 Schoolwide Instructional Priorities

To support consistency across classrooms, ALCS will focus on the following instructional priorities:

1. **Purposeful, standards-aligned instruction**
   Lessons should be aligned to grade-level standards, clear learning targets, criteria for success, and meaningful student tasks. Teachers should be able to explain what students are learning, why it matters, and how students will show understanding.
2. **Cognitive lift and rigor**
   Students should regularly engage in thinking, explaining, writing, questioning, problem-solving, analyzing, and applying their learning. The teacher should not be doing most of the thinking or talking for students.
3. **Checks for understanding and responsive teaching**
   Teachers should gather evidence of student understanding throughout the lesson and adjust instruction based on what students show. Checks for understanding should reveal what students know, what they misunderstand, and what support is needed next.
4. **Student discourse and academic belonging**
   Students should have structured opportunities to use academic language, discuss ideas, build on peer thinking, and participate meaningfully in the learning community. Discourse should be intentionally planned, explicitly taught, and connected to the learning target.

5. **Classroom systems that protect learning**
   Strong routines, clear expectations, calm redirection, and consistent follow-through should create classrooms where students are safe, focused, respected, and ready to learn. Classroom culture should reflect the ALCS pillars of Sisterhood, Scholarship, Service, and Leadership.

2.3 College and Career Readiness Practices We Continue to Value

ALCS is no longer an AVID school and should not be represented as one. However, several practices historically associated with college and career readiness remain valuable to our instructional model and should continue to appear in classrooms when they support rigorous, student-centered learning.

These practices include:

Writing to learn
Students should use writing to process ideas, explain reasoning, summarize learning, develop arguments, and communicate clearly across content areas.

Inquiry and questioning
Students should ask questions, investigate ideas, analyze information, and engage with and make meaning through purposeful academic tasks that require deeper thinking rather than simple recall.

Collaboration and discussion
Students should have structured opportunities to learn with and from peers through partner work, group tasks, peer discussion, and academic routines such as Think-Pair-Share.

Organization and student ownership
Students should learn routines and habits that help them manage materials, track learning and assignments, monitor progress, use feedback, revise work, meet deadlines and take greater responsibility for their academic progress.

Reading and academic literacy
Students should engage with texts, visuals, data, problems, and source materials using strategies in ways that build comprehension, annotation, evidence use, content-specific vocabulary, disciplinary literacy and independent thinking.

These practices should not be treated as a separate program. They are instructional habits that support strong teaching and learning across content areas.

2.4 What This Should Look Like in Classrooms

Across classrooms, students should experience:

- Clear learning targets and criteria for success
- Lessons aligned to standards and meaningful tasks
- Frequent checks for understanding
- Opportunities to explain, write, discuss, and revise thinking
- Structured academic discourse, including Think-Pair-Share
- Teacher feedback connected to specific learning goals
- Scaffolds that support access without lowering expectations

- Classroom routines that protect learning time
- Academic tasks that require students to do the thinking
- Classroom culture that reflects Sisterhood, Scholarship, Service, and Leadership

Strong implementation does not require every classroom to look identical. It does require shared expectations, consistent instructional language, and evidence that students are engaging in meaningful standards-aligned work.

Section 3: Curriculum, Planning, and Lesson Internalization

3.1 Curriculum Commitments

At ALCS, curriculum is a tool for ensuring that all scholars have access to rigorous, standards-aligned, culturally responsive instruction. Teachers are expected to use the school's approved curriculum materials, pacing guidance, assessment expectations, and instructional priorities to plan lessons that support grade-level learning and respond to student needs.

Curriculum implementation should reflect the following commitments:

- Instruction is aligned to New York State Learning Standards and course expectations.
- Students engage in meaningful, grade-level tasks with appropriate scaffolds and supports.
- Teachers plan from the standard, learning target, criteria for success, student task, and evidence of learning.
- Curriculum materials are internalized and adapted thoughtfully, not followed mechanically or replaced without approval.
- Student data is used to adjust instruction, reteach, spiral, intervene, and extend learning.
- Instruction reflects the identities, strengths, experiences, and leadership potential of ALCS scholars.

Teachers are not expected to write curriculum from scratch when approved curricula exist. They are expected to understand the curriculum deeply enough to make strong instructional decisions, anticipate student misconceptions, and ensure that each lesson leads students toward the intended learning.

3.2 Adopted Curriculum and Instructional Materials

ALCS uses approved curriculum and instructional materials to support consistency, standards alignment, and instructional quality across grade levels and content areas. Approved curriculum materials may include core curriculum programs, supplemental resources, intervention materials, district- or school-created pacing guidance, assessment resources, and teacher-created materials approved for instructional use.

ALCS will maintain a 2026-2027 Adopted Curriculum and Instructional Materials table that identifies the foundational curriculum, primary resources, supplemental tools, and assessment expectations for each course or content area. Teachers are expected to use the adopted curriculum as the foundation for instruction and to communicate with instructional leadership when significant supplementation, adjustment, or concern is needed.

Teachers are expected to use adopted materials as the primary foundation for instruction. Teachers may supplement, scaffold, or adjust materials when doing so strengthens student access to the standard, improves cultural relevance, supports student needs, or responds to data. However, teachers should not significantly replace, skip, reorder, or redesign core curriculum expectations without guidance or approval from instructional leadership.

When teachers believe a curriculum material, task, assessment, text, or pacing expectation is misaligned, inaccessible, outdated, culturally inappropriate, or otherwise ineffective, they should raise the concern through the appropriate instructional leadership channel. The goal is not compliance for its own sake. The goal is to protect instructional coherence while responding honestly to what students need.

3.3 Curriculum Maps, Scope and Sequence, and Pacing

Curriculum maps, scope and sequence documents, and pacing guides provide the instructional roadmap for each course. These tools help ensure that teachers are planning toward the full year of learning, not only the next lesson.

Teachers are expected to use pacing guidance to understand:

- Which standards and units are prioritized
- The intended sequence of instruction
- Approximate timing for units and major assessments
- Key skills, concepts, texts, tasks, or labs students will encounter
- Where reteaching, spiraling, enrichment, and assessment opportunities may occur
- How current lessons connect to prior and future learning

Pacing should be monitored throughout the year. If a class falls significantly ahead of or behind pacing, the teacher should communicate with the appropriate instructional leader or coach to determine next steps. Adjustments may be necessary, but they should be made intentionally and with attention to standards coverage, student mastery, assessment timelines, and course outcomes.

ALCS will review curriculum implementation and pacing throughout the year. This may include review of lesson plans, student materials, assessment data, student work, gradebook evidence, pacing documents, and classroom implementation. The purpose of this review is to support strong instruction, identify barriers early, maintain alignment, and determine where additional support or adjustment is needed.

3.4 Annual Curriculum Review and Revision

Curriculum work is ongoing. ALCS will review curriculum materials, pacing, assessments, and instructional tools on a regular basis to determine what should be continued, revised, supplemented, or replaced.

Annual curriculum review may include:

- Teacher feedback on curriculum usability and alignment
- Student performance data
- Assessment trends
- Classroom observation and coaching trends
- Standards alignment review
- Student work analysis

- Feedback from department, grade-level, or instructional leadership meetings
- Needs connected to Regents, state assessments, internal assessments, intervention, or acceleration

Curriculum revisions should be purposeful and coordinated. Changes to core curriculum expectations, pacing, major assessments, or required instructional materials should be communicated clearly to teachers, including what is changing, why it is changing, and when implementation is expected.

3.5 Unit Internalization

Unit internalization is the process teachers use to understand the larger arc of learning before planning individual lessons. It helps teachers clarify where the unit is going, what students must understand and be able to do, and how each lesson contributes to the larger outcome.

Before teaching a unit, teachers should internalize:

- The priority standards and supporting standards
- The major concepts, skills, texts, problems, labs, tasks, or products in the unit
- The end-of-unit assessment or culminating task
- The knowledge and skills students need to succeed
- Likely misconceptions or barriers
- Key vocabulary and academic language
- Opportunities for writing, discussion, problem-solving, and higher-order thinking
- How the unit connects to prior and future learning
- Opportunities for culturally responsive connections and student voice
- Supports needed for students with IEPs, 504 plans, ENL needs, or unfinished learning
- Opportunities for extension, enrichment, and leadership

Unit internalization should help teachers make better instructional decisions, anticipate student needs, and protect the highest-leverage learning throughout the unit. It should not become a paperwork exercise disconnected from classroom practice.

Teachers are expected to internalize each unit before instruction begins. Unit internalization helps teachers understand the unit’s standards, major tasks, assessments, pacing, likely misconceptions, student supports, and opportunities for student thinking and culturally responsive connections.

Unit Internalization Guides may be required for new curriculum implementation, priority units, coaching cycles, department planning, formal support plans, or other instructional focus areas identified by instructional leadership. ALCS may phase in submission or review expectations for unit internalization as systems are refined.

3.6 Lesson Internalization

Lesson internalization is the process teachers use to prepare to teach a specific lesson with clarity and purpose. A teacher has internalized a lesson when they understand what students are learning, why it matters, how students will practice, what success looks like, and how the teacher will know whether students understood.

Before teaching a lesson, teachers should be able to answer:

- What standard or skill is this lesson aligned to?
- What should students know, understand, or be able to do by the end of the lesson?
- What is the most important student task?
- What does successful student work look like?
- What misconceptions are likely?
- What questions will push students to explain, justify, analyze, or revise their thinking?
- Where will students write, speak, discuss, explain, or apply learning?
- What checks for understanding will reveal whether students are learning?
- What scaffolds or supports will help students access the work without lowering the expectation?
- What evidence will I collect by the end of the lesson?
- What will I do if students already understand the content?
- What will I do if students do not yet understand the content?

Lesson internalization should result in stronger delivery, stronger questioning, stronger checks for understanding, and more purposeful student work.

During active coaching cycles, teachers are expected to complete a Lesson Internalization Guide for at least one lesson per week, unless otherwise directed by the coach or instructional leader. The purpose is to support stronger lesson execution, pacing, student thinking, checks for understanding, and evidence of learning.

3.7 Lesson Planning Expectations

Lesson plans should provide a clear instructional roadmap for the teacher and a clear learning experience for students. Plans should be aligned to the approved curriculum, course pacing, student data, and ALCS schoolwide instructional priorities.

Lesson plans should include, at minimum:

- Lesson date
- Course, grade, unit, and lesson information
- Priority standard and supporting standards
- Learning target or student-facing "I Can" statement
- Criteria for success
- Do Now or opening task
- Direct instruction or modeling, when appropriate
- Guided practice or scaffolded practice
- Partner, group, or discourse opportunity, when appropriate
- Independent practice or student work time
- Checks for understanding throughout the lesson
- Exit ticket or end-of-lesson evidence of learning
- Differentiation, accommodations, and supports for students with IEPs, 504 plans, ENL needs, or other identified needs
- Data used to plan
- Links or attachments for student-facing materials

Plans should make the most important learning visible. They should not be filled out only for compliance. A complete plan should help the teacher teach with clarity, respond to students in real time, and gather evidence of learning.

The Daily Lesson Snapshot is the primary daily planning artifact for teachers and replaces the former full lesson plan template for routine daily planning. Teachers are expected to complete the snapshot daily and post it in the purple folder located near the classroom entrance.

Lesson plans are not required to be uploaded into eDoctrina on a routine two-week-ahead basis. eDoctrina will be used for evaluation and feedback documentation. Lesson plans or Daily Lesson Snapshots may be submitted or uploaded into eDoctrina only when requested for formal observations, active coaching cycles, classroom visits, walkthrough follow-up, formal support plans, or other instructional leadership purposes.

The snapshot should be completed concisely but thoroughly enough to communicate intentional planning. Teachers should complete the full lesson throughline each day, including the learning target, criteria for success, student task, pacing, instructional focus, checks for understanding, evidence of learning, supports, and materials. The selected instructional focus should be completed with greater detail, while the remaining sections should be completed briefly and clearly enough to show the instructional plan.

Daily Lesson Snapshots should be available in the purple classroom folder by the start of instruction each day. When a more thorough completion is requested for coaching, formal observations, new teacher support, formal support plans, or other circumstances identified by instructional leadership, teachers should provide enough detail to support meaningful feedback and follow-up.

The Daily Lesson Snapshot serves as the primary daily evidence of planning. It should communicate the lesson's purpose, standards alignment, learning target, criteria for success, student task, checks for understanding, instructional focus, supports, and evidence of learning. Additional planning evidence may be requested in accordance with school expectations, coaching needs, formal observation requirements, or applicable collective bargaining provisions.

3.8 Student Materials, Exemplars, and Criteria for Success

Teachers should prepare student-facing materials before instruction so that class time is organized, purposeful, and focused on learning. Materials should be aligned to the lesson objective, accessible to students, and designed to support meaningful thinking and participation.

When appropriate, teachers should prepare or review an exemplar before teaching. An exemplar is a completed or partially completed model of the student task that helps the teacher clarify what successful work looks like. An exemplar helps the teacher clarify the level of thinking, accuracy, explanation, writing, or performance expected from students. Exemplars also help teachers provide more precise feedback.

Criteria for Success should define what strong work looks like in student-friendly language. Criteria for Success should help students understand the expectations for the task, monitor their progress, and use feedback to improve.

3.9 Planning for Culturally Responsive Instruction

Planning at ALCS should reflect the identities, experiences, strengths, and leadership potential of our scholars. Culturally responsive planning does not require every lesson to focus explicitly on identity, culture, or social issues. It does require teachers to consider how students experience the content, whose voices and perspectives are included, and whether students can see themselves as thinkers, problem-solvers, leaders, and contributors.

Teachers should consider:

- How the lesson connects to students' lived experiences, interests, communities, or future goals
- Whether texts, examples, images, tasks, or scenarios reflect diverse voices and perspectives
- How students will have opportunities for voice, choice, discussion, leadership, or collaboration
- How the lesson avoids stereotypes, deficit framing, or low expectations
- How students are supported to access rigorous work without watering down the task
- How the classroom culture reflects Sisterhood, Scholarship, Service, and Leadership

3.10 Planning Feedback and Support

Instructional leaders, coaches, department leaders, or other designated staff may review lesson plans, unit materials, pacing documents, assessments, student work, or classroom implementation to provide feedback and support. Feedback may focus on alignment, rigor, clarity, student task quality, criteria for success, differentiation, checks for understanding, pacing, or responsiveness to data.

Planning feedback should help teachers answer:

- Is the lesson aligned to the intended standard?
- Is the student task worthy of the learning target?
- Are students doing enough of the thinking?
- Is there a clear way to know whether students learned?
- Are supports planned for students who may struggle?
- Are extensions planned for students who are ready for more?
- Are materials ready and accessible?
- Is the lesson realistic within the available time?

When planning concerns arise, support may include feedback, modeling, co-planning, resource sharing, rehearsal, observation, coaching, or follow-up review. If concerns continue after support has been provided, instructional leadership may determine additional steps in alignment with school expectations and applicable policies.

3.11 Teacher Planning Responsibilities

Teachers are responsible for preparing instruction in a way that supports strong implementation. This includes:

- Reviewing curriculum and pacing before teaching
- Internalizing units and lessons before delivery
- Preparing student-facing materials in advance
- Creating or reviewing exemplars for major tasks
- Planning checks for understanding and exit evidence
- Designing supports based on student data and required accommodations
- Updating plans based on feedback, student work, and assessment evidence
- Communicating curriculum or pacing concerns in a timely manner
- Maintaining required lesson planning documents in the school-approved location or platform, according to current school expectations.

Teachers should be ready to explain the connection between the standard, learning target, criteria for success, task, checks for understanding, and student evidence. This alignment is central to strong instruction at ALCS.

Teachers are responsible for maintaining required substitute lesson plans and ensuring that absence-related instructional materials are available according to school procedures. When absent, teachers should follow the school's required process and timeline for submitting lesson plans, materials, and coverage information.

3.12 Daily Lesson Snapshot Checks and Rule of 3

Daily Lesson Snapshots are expected to be completed each instructional day and available in the purple classroom folder by the start of instruction. Routine two-week-ahead lesson-plan uploads are not required.

The **Daily Lesson Snapshot Check** is the first tool in the ALCS instructional monitoring and coaching system. It is a brief planning-availability check used to determine whether the required daily planning artifact is present and sufficiently complete to communicate the lesson's instructional throughline.

The Daily Lesson Snapshot Check is limited to the following questions:

- Is the Daily Lesson Snapshot available?
- Does it communicate the lesson's purpose, task, instructional focus, checks for understanding, supports, and evidence of learning clearly enough to guide instruction?
- Is clarification, support, or follow-up needed?

The Daily Lesson Snapshot Check is not a full classroom walkthrough, lesson-plan evaluation, or formal observation. A completed snapshot confirms that the required planning artifact is available; it does not, by itself, confirm the quality of classroom implementation.

During the first implementation window, an instructional leader may conduct quick daily checks from September through October until the school reaches at least 85% daily availability for two consecutive instructional weeks. After that point, routine checks may decrease to approximately twice per week, while targeted follow-up may continue for teachers or teams needing additional support.

When a concern is identified, the check should document the concern, the clarification or support provided, and the expected follow-up. Repeated concerns will be addressed through the Rule of 3 process below.

If a Daily Lesson Snapshot is missing or incomplete, the first response should be clarification and feedback. If the concern repeats, instructional leadership will use a Rule of 3 approach:
First instance: feedback, expectation clarification, and timeline for correction.
Second instance: follow-up conversation, additional support as needed, and verbal warning.
Third instance: formal documentation and possible initiation of the Teacher Improvement Plan or Performance Improvement Plan process, in alignment with Principal guidance, Human Resources guidance, applicable Board-approved policy, and applicable collective bargaining provisions.

Section 4: Schoolwide Instructional Practices

4.1 Purpose of Schoolwide Instructional Practices

Schoolwide instructional practices create consistency for students and clarity for teachers. These practices are not meant to make every classroom look identical. They are meant to ensure that all students experience clear, purposeful, rigorous instruction across grade levels and content areas.

At ALCS, schoolwide instructional practices should help students understand:

- what they are learning
- why the learning matters
- what successful work looks like
- how they are expected to participate
- how they can use feedback to improve
- how classroom routines support learning
- how their thinking, voice, and work matter in the learning process

These practices should be visible in lesson plans, classroom instruction, student work, coaching conversations, walkthrough feedback, and professional learning. Strong implementation means that students are not passive recipients of information. Students should be thinking, writing, speaking, questioning, solving, explaining, revising, and applying their learning.

4.2 Common Board Configuration

Each classroom must have a clear, visible learning display that helps students understand the purpose and flow of the lesson. The common board configuration should support instruction rather than serve as decoration or compliance.

At minimum, the board should include:

- the learning target or objective
- Criteria for success
- agenda or lesson flow
- Do Now or opening task
- key vocabulary, reference points, or materials as needed
- homework, exit ticket, or next step when applicable

Teachers should reference the board during instruction so that students understand how the lesson components connect to the learning target. A posted learning target is not enough. Students should know how the Do Now, direct instruction, discussion, task, check for understanding, and exit evidence connect to the day's learning.

Strong implementation looks like:

- students can explain what they are learning
- students can describe what successful work requires
- the board is updated for the current lesson
- the teacher uses the board to frame, transition, and close the lesson
- the posted information matches the lesson being taught

Common board configuration should be used as a tool for clarity, not as a substitute for strong instruction.

4.3 Learning Targets / “I Can” Statements

Learning targets should communicate what students are expected to know, understand, or be able to do by the end of the lesson. They should be written in student-friendly language while remaining aligned to the grade-level standard.

Strong learning targets are:

- clear
- measurable
- aligned to the standard
- connected to the lesson task
- understandable to students
- specific enough to guide instruction and feedback

Learning targets should not be copied from standards without translation. They should help students understand the purpose of the day’s learning.

A strong learning target answers:

- What are we learning today?
- What skill, concept, or understanding are we building?
- How does today's work connect to the larger unit or course?
- What should I be able to do by the end of the lesson?

Learning targets should be revisited during the lesson, not only read at the beginning. Teachers should use the learning target to frame instruction, guide checks for understanding, and close the lesson with evidence of student progress.

4.4 Criteria for Success

Criteria for Success clarify what students need to do, include, or demonstrate in order to complete the learning task successfully. They help students understand how to approach the work, how to check their progress, and how to explain their thinking.

At ALCS, Criteria for Success are not grading levels, rubric scores, or standards-based grading labels. They are student-facing steps, qualities, or evidence that support strong task completion and deeper understanding.

Strong Criteria for Success should:

- align to the learning target and student task
- be written in student-friendly language
- name what students should do, include, show, or explain
- support student thinking, writing, discussion, or problem-solving
- help students check or revise their work
- support teacher feedback, peer feedback, and self-assessment

A simple structure is:

To be successful today, I will…

1. Use the skill or concept correctly.
2. Show my thinking, steps, evidence, or strategy.
3. Explain or justify my answer using academic language.
4. Check or revise my work when needed.

Teachers do not need to use all four lines every day. Most lessons should include three clear Criteria for Success that students can understand and use during the lesson.

Criteria for Success should be referenced during instruction, not only posted. They may be used to introduce a task, guide student work time, support Think-Pair-Share, check for understanding, provide feedback, help students revise, and close the lesson with evidence of learning.

4.5 Checks for Understanding

Checks for understanding are intentional moments during instruction when teachers gather evidence of student learning. They should help teachers determine whether students understand the content, skill, or task before moving forward.

Strong checks for understanding:

- align to the learning target
- gather evidence from all or most students
- require students to show thinking, not only answer yes/no
- reveal misconceptions or gaps
- inform the teacher’s next instructional move
- may be written, verbal, visual, digital, or performance-based

Examples include:

- quick writes
- whiteboards
- hinge questions
- cold call with wait time
- turn and talk with teacher listening for evidence
- selected response with follow-up explanation
- short constructed response
- error analysis
- exit tickets
- student work checks
- problem-solving checkpoints
- "show me where you got stuck" prompts
- comparison of two possible responses

Teachers should avoid relying only on "Does everyone understand?" or one volunteer response as evidence of whole-class understanding. Those moves may check confidence or participation, but they do not provide reliable evidence of classwide learning.

Strong implementation looks like:

- the teacher plans CFUs before the lesson
- students are required to show their thinking
- the teacher actively monitors responses or work
- the teacher names what the evidence shows
- instruction adjusts when students show misunderstanding
- the lesson ends with clear evidence of what students learned

Checks for understanding should protect instructional time. They should help teachers decide whether to reteach, model again, ask a probing question, adjust grouping, provide a scaffold, move forward, or extend learning.

4.6 Higher-Order Questioning and Cognitive Lift

Students should regularly engage in questions and tasks that require them to explain, justify, analyze, compare, critique, apply, revise, or create. Rigor is not about making work harder for the sake of difficulty. Rigor means students are doing meaningful thinking aligned to the standard and learning target.

Teachers should plan questions that move beyond recall when the standard and task call for deeper thinking. Higher-order questioning may ask students to:

- explain their reasoning
- justify an answer with evidence
- compare strategies, texts, ideas, models, or solutions
- identify and correct an error
- defend a claim
- make a connection
- evaluate which response is stronger and why
- apply learning to a new example or context
- revise thinking based on feedback or peer discussion

Strong implementation looks like:

- students explain how they know
- students use evidence, examples, or reasoning
- students respond to follow-up questions
- students hear and build on peer thinking
- the teacher does not rescue students too quickly
- the task requires more than copying, guessing, or repeating

Teachers should use scaffolds to help students access rigorous thinking, not remove the thinking from the task.

4.7 Student Discourse and Academic Talk

Student discourse gives students opportunities to explain, question, build on ideas, clarify thinking, and use academic language. Students should regularly do the cognitive and verbal work of the lesson.

Strong student discourse includes:

- clear expectations for partner, group, or whole-class discussion
- sentence stems or talk moves when needed
- opportunities for students to agree, add on, disagree respectfully, clarify, question, and summarize
- accountability for listening and responding to peers
- teacher facilitation that supports student thinking without taking over the conversation
- connection to the learning target, task, text, problem, data, or evidence

Teachers should plan for discourse intentionally. Discussion should connect to the learning target and help students deepen understanding, not simply fill time.

To support strong student discourse, ALCS classrooms should make regular use of Habits of Discussion. These habits give students a shared language for building on one another's ideas, asking questions, clarifying thinking, respectfully disagreeing, and lifting up peer voices. Teachers should explicitly teach, model, and reinforce these discussion moves so student talk becomes more purposeful, inclusive, and connected to the learning target.

Habits of Discussion may be used during:

- Think-Pair-Share
- partner work
- small-group collaboration
- whole-class discussion
- text-based conversations
- problem solving
- student reflection
- peer feedback

The goal is for every scholar to have the language, confidence, and responsibility to participate meaningfully: every girl, every voice, every day.

4.8 Think-Pair-Share as a Core Discourse Routine

Think-Pair-Share is a core ALCS discourse routine used to increase student voice, participation, thinking time, and academic accountability. When implemented well, Think-Pair-Share helps students process ideas before speaking publicly, rehearse academic language, listen to peers, and build confidence in sharing their thinking.

Think-Pair-Share should not be treated as a casual “turn and talk.” It should be planned, purposeful, and connected to the learning target. The appendix already frames Think-Pair-Share as including think time, partner discussion, and whole-class or selected share-out.

A strong Think-Pair-Share includes:

1. **Think**
   The teacher poses a clear, rigorous question or prompt aligned to the lesson objective. Students are given quiet think-time to process, write, solve, annotate, or prepare a response before speaking with a partner.
2. **Pair**
   Students share with a partner using clear expectations. Teachers may provide sentence stems, roles, or a specific listening task. During this time, the teacher circulates, listens for evidence of understanding, identifies misconceptions, and selects student responses to elevate.
3. **Share**
   The teacher intentionally selects students. Students share ideas with the class, either by reporting their own thinking or lifting up a partner's thinking. The teacher facilitates the conversation by asking students to explain, clarify, agree, add on, respectfully disagree, or connect ideas back to the learning target. Share-out should move the lesson forward.

Strong implementation looks like:

- a prompt worth discussing
- wait time before partner talk
- accountability for both partners
- academic language support when needed
- teacher circulating and monitoring during partner talk
- selected student sharing based on evidence gathered
- follow-up questions that deepen thinking
- connection back to the lesson objective or task

Teachers should avoid using Think-Pair-Share when the prompt has only a one-word answer, when students have not had enough time to think, or when the share-out does not connect back to the learning. The goal is not simply student talk. The goal is student thinking made visible through talk.

Think-Pair-Share can be used to support comprehension, problem solving, text analysis, vocabulary, reasoning, peer explanation, revision, and reflection. It should be one of the schoolwide routines students recognize across classrooms.

4.9 Writing, Reading, and Annotation Across Content Areas

Students should read, write, think, and communicate in every content area. Literacy is not only an ELA responsibility. Students need regular opportunities to process information, explain reasoning, analyze texts or data, make claims, justify answers, and communicate understanding.

Writing across content areas may include:

- quick writes
- constructed responses
- written explanations of reasoning
- summaries
- claims with evidence
- lab conclusions

- reflections
- annotations
- problem explanations
- exit tickets
- revision of written responses

Reading across content areas may include:

- close reading of texts
- reading word problems carefully
- interpreting graphs, images, diagrams, charts, maps, or data
- identifying key details
- tracking claims and evidence
- analyzing source material
- using vocabulary in context

Annotation should help students make meaning. It should not become busywork or excessive marking. Teachers should model how to annotate for a purpose, such as identifying evidence, tracking confusion, marking key vocabulary, noticing patterns, analyzing a problem, or preparing for discussion.

Strong implementation looks like:

- students know why they are reading or annotating
- annotation supports the task or discussion
- students write to clarify, explain, or deepen thinking
- teachers model discipline-specific reading and writing expectations
- students use written work as evidence of learning

Detailed annotation guides may be included in an appendix or shared instructional resource folder.

4.10 Anchor Charts and Classroom Learning Tools

Anchor charts and classroom learning tools should support student independence. They should capture important strategies, vocabulary, processes, discussion moves, problem-solving steps, or examples that students can return to during learning.

Anchor charts may include:

- problem-solving steps
- discussion stems
- writing structures
- vocabulary references
- annotation symbols
- lab procedures
- reading strategies
- revision checklists
- criteria for success

- models of strong work
- classroom routines

Anchor charts should be:

- accurate
- clear
- readable
- relevant to current or recurring learning
- referenced during instruction
- accessible to students
- updated or removed when no longer useful

Anchor charts should not become wallpaper. If a chart is posted, students should know when and how to use it. Teachers should explicitly model and reinforce use of classroom learning tools until students can use them independently.

4.11 Evidence of Strong Implementation

Schoolwide instructional practices should produce visible evidence in classrooms and student work. Evidence may include:

- current learning target and criteria for success
- lesson tasks aligned to the standard
- students explaining what they are learning and what successful work requires
- student writing, annotations, problem solving, discussion notes, or completed tasks
- teacher use of CFUs during instruction
- student responses that show thinking, not only compliance
- student discourse using academic language or Habits of Discussion
- Think-Pair-Share with clear think time, partner accountability, and purposeful share-out
- feedback connected to criteria for success
- classroom tools students actually use
- exit tickets or end-of-lesson evidence connected to the learning target

These practices should be used for coaching, reflection, planning, walkthroughs, and professional learning. They are not isolated checklist items. Together, they help ensure that instruction is clear, rigorous, responsive, and worthy of ALCS scholars.

Section 5: Classroom Culture, Routines, and Behavior Response

5.1 Purpose of Classroom Culture Systems

Strong classroom culture protects learning. At ALCS, classroom culture is not separate from instruction; it is one of the conditions that makes rigorous instruction possible. Students learn best when expectations are clear, routines are consistent, relationships are respectful, and adults respond to behavior in ways that are calm, fair, and aligned across classrooms.

Classroom culture systems should help students understand what is expected, why it matters, and how to return to learning when mistakes happen. The goal is not only compliance. The goal is a learning environment where students can think, speak, write, collaborate, take risks, repair harm, and grow.

Teachers are expected to build classroom culture proactively through clear routines, strong relationships, consistent expectations, active monitoring, calm redirection, and follow-through. A strong classroom culture does not mean students never make mistakes. It means the classroom has systems that help students recover, repair, and re-engage without unnecessary disruption to learning.

5.2 ALCS Core Pillars in Classroom Practice

Classroom culture at ALCS should reflect the school's core pillars: **Sisterhood, Scholarship, Service, and Leadership**. These pillars should be visible in how students interact with one another, how adults respond to students, and how the classroom community protects learning.

In classrooms, this means:

- **Sisterhood:** Students are expected to support one another, speak respectfully, include others, and avoid tearing one another down.
- **Scholarship:** Students are expected to protect learning time, engage in academic work, use resources responsibly, and pursue excellence.
- **Service:** Students are expected to contribute positively to the classroom and school community.
- **Leadership:** Students are expected to show integrity, listen actively, communicate clearly, and take responsibility for their actions.

Teachers should explicitly connect classroom expectations, routines, redirections, and restorative conversations to these pillars when appropriate. The pillars should not be treated as slogans. They should help students understand how behavior, learning, and community are connected.

The Core Pillars in Action visual should be posted or otherwise visible in classrooms and used as a reference when teaching, reinforcing, or reflecting on classroom culture expectations. Teachers should connect classroom routines, redirections, restorative conversations, and community expectations to Sisterhood, Scholarship, Service, and Leadership when appropriate.

5.3 Classroom Routines That Protect Learning

Teachers are expected to establish, teach, model, practice, and reinforce routines that help students transition smoothly and maximize learning time. Routines should be taught intentionally, not assumed.

Classroom routines may include:

- entering the classroom
- beginning the Do Now
- responding to attention signals
- nonverbal communication signals
- transitioning between activities
- moving into pairs or groups
- participating in discussion
- using materials and technology

- asking for help
- sharpening pencils or accessing supplies
- submitting work
- completing exit tickets
- ending class and dismissal

Strong routines are:

- clear
- observable
- practiced
- consistently reinforced
- developmentally appropriate
- aligned to the purpose of learning
- retaught when needed

When routines break down, teachers should reteach and practice them before assuming students are choosing not to meet expectations. Reteaching routines is not a step backward; it is part of protecting instructional time.

Strong implementation looks like:

- students know what to do without repeated teacher explanation
- transitions are calm and efficient
- students begin learning tasks quickly
- materials and technology are used responsibly
- discussion routines are predictable
- the teacher redirects without stopping instruction unnecessarily
- students understand how routines support learning

5.4 Responding to Tier 1 Behaviors

Tier 1 behaviors are low-level behaviors that can usually be addressed within the classroom without immediately stopping instruction or removing the student. Teachers should respond in a way that is least disruptive to the learning environment while still maintaining clear expectations.

ALCS will use a common Tier 1 Behavior Response Flowchart to support consistency across classrooms. The flowchart should help teachers respond to low-level behaviors with calm, least-invasive strategies before escalating concerns, while preserving learning time and student dignity.

Tier 1 behaviors may include:

- off-task behavior
- side conversations
- mild disruption
- not beginning work
- calling out
- inappropriate tone
- minor refusal or delay
- misuse of materials or technology

- failure to follow a classroom routine
- low-level peer conflict that can be redirected safely

When responding to Tier 1 behavior, teachers should use calm, brief, and specific interventions such as:

- proximity
- nonverbal redirection
- private verbal redirection
- restating the expectation
- offering a brief reset
- redirecting to the task
- giving a choice connected to the expectation
- adjusting seating when appropriate
- using a planned classroom reset routine
- speaking with the student after class
- contacting family when needed
- documenting repeated patterns

The goal is to correct the behavior, preserve the student's dignity, and return the student to learning as quickly as possible. Redirection should be clear enough that the student knows what to do next and calm enough that it does not escalate the situation.

Teachers should avoid:

- public power struggles
- sarcasm or humiliation
- debating during instruction
- repeated warnings with no follow-through
- stopping the whole lesson for one student when a quieter response would work
- sending students out for behaviors that can reasonably be addressed in the classroom
- ignoring repeated patterns until they become larger issues

A strong Tier 1 response is both relational and accountable. It communicates: **I see what is happening, I know what the expectation is, and I am going to help you return to learning.**

For repeated Tier 1 behavior patterns, family contact should generally occur after three documented occurrences or earlier if the pattern is affecting learning, safety, or classroom community. For serious, unsafe, discriminatory, harassing, or significantly disruptive behavior, family contact and administrative support may occur immediately.

5.5 Classroom Reset and Re-Entry

Students sometimes need a brief reset before they are ready to re-engage. A reset should be short, structured, and connected to returning to learning. It should not become an unstructured break from instruction or a way to avoid work.

Classroom reset spaces are permitted and should be structured, brief, and connected to re-entry into learning. A reset space should not be used as an unstructured break, removal from instruction, or substitute for teacher

follow-up. Teachers should clearly teach when and how the reset space is used, what students do there, and how students return to the learning task.

A classroom reset may include:

- moving to a designated reset seat or space
- taking a brief pause with a clear time limit
- completing a short reflection prompt
- receiving a private redirection
- restating the expectation
- identifying the next task to complete
- rejoining the learning activity

Teachers should make the re-entry expectation clear:

- What should the student do next?
- What task should the student return to?
- What behavior needs to change?
- What support is available?
- What will happen if the pattern continues?

When a student returns from a reset, the goal is to re-engage without shaming or restarting the conflict. Re-entry should be calm, brief, and focused on the next right action.

5.6 When to Involve SST or Leadership

Teachers should involve SST or leadership when a behavior moves beyond classroom-managed Tier 1 response, when a student does not respond to reasonable classroom interventions, when behavior is repeated or escalating, or when the behavior is considered Tier 2.

Tier 1 behaviors should generally be addressed first through classroom-based responses such as proximity, nonverbal redirection, private verbal redirection, restating the expectation, brief reset, task redirection, restorative follow-up, documentation, and family communication when appropriate.

SST may be invited into a situation when additional support is needed. Staff should contact SST through the school-approved communication channel, including Slack when directed. Once contacted, an SST member may come to the classroom, briefly speak with the educator to understand the concern, assess the situation, and speak with the scholar.

SST support may include:

- a brief classroom check-in
- a private conversation with the scholar
- a Core Pillar reflection sheet
- a restorative conversation with the scholar
- a restorative conversation involving the scholar, SST, and the educator
- family contact, depending on the behavior
- documentation according to school procedures
- referral for additional support when needed

Teachers should be prepared to share:

- what happened
- what expectation was not met
- what Tier 1 responses were already attempted
- how the scholar responded
- whether the behavior is part of a repeated pattern
- whether family contact has already occurred
- what support is being requested

SST involvement should support safety, accountability, restoration, and return to learning. Calling SST should not replace classroom routines, teacher redirection, relationship-building, documentation, or follow-up. The SST process and Tier 1 Behavior Response Flowchart should align with the ALCS Community Culture Handbook, the discipline matrix, and guidance from the Dean of Students. Because the discipline matrix is being revised, staff will receive updated guidance when the final matrix is released.

5.7 Restorative and Reflective Follow-Up

When behavior interrupts learning or harms the classroom community, follow-up matters. A consequence alone does not always teach the student what to do differently next time.

Restorative or reflective follow-up may include:

- a brief teacher-student conversation
- a reflection form
- a restorative conversation
- a repair plan
- an apology or repair action when appropriate
- a parent/guardian contact
- a student support referral
- a behavior contract or support plan when appropriate
- re-teaching the routine or expectation

Teachers should use follow-up to help students reflect on:

- What happened?
- What expectation was not met?
- Who was affected?
- What needs to be repaired?
- What should happen differently next time?
- What support does the student need to meet the expectation?

Restorative follow-up should be clear and accountable, not permissive. The goal is not to excuse behavior. The goal is to help students take responsibility, repair harm when needed, and return to the learning community with a clear path forward.

5.8 Documentation and Family Communication

Teachers should document repeated behavior concerns, patterns, classroom interventions, family contacts, and support requests according to school procedures. Documentation should be factual, professional, and low-inference.

Strong documentation includes:

- date and time
- observed behavior
- expectation not met
- interventions attempted
- student response
- impact on learning or safety
- follow-up completed
- family contact, when applicable
- support requested, when applicable

Documentation should describe what happened, not assign motive. For example, “student put head down and did not begin the written response after two prompts” is stronger than “student was lazy and disrespectful.”

Family communication should be timely, respectful, and solution-oriented. Teachers should contact families not only when behavior escalates, but also when patterns emerge or when partnership may help the student succeed. Whenever possible, communication should include:

- the classroom expectation
- the observed concern
- what has already been tried
- how the student responded
- the next step
- how the family can partner or support

Teachers should also communicate positive progress when students improve. Family communication should build partnership, not only report problems.

5.9 Alignment to the Community Culture Handbook and Discipline Matrix

This instructional handbook provides guidance for classroom culture and teacher-level response. It does not replace the ALCS Community Culture Handbook, discipline matrix, student support procedures, or Board-approved policy.

When behavior rises beyond classroom-managed Tier 1 response, staff should follow the appropriate school procedures. Serious, repeated, unsafe, discriminatory, harassing, bullying, or significantly disruptive behaviors should be addressed according to the Community Culture Handbook, discipline matrix, student support procedures, and applicable legal or compliance requirements.

Teachers are responsible for implementing classroom-level routines, redirections, documentation, family communication, and follow-up. School leadership and student support staff are responsible for ensuring that escalated behavior concerns are handled consistently, fairly, and in alignment with school policy.

The discipline matrix is being revised for the 2026–2027 school year. Once finalized, the Tier 1 Behavior Response Flowchart, SST referral process, and classroom response guidance should be reviewed to ensure direct alignment with the updated matrix.

5.10 Evidence of Strong Classroom Culture Implementation

Strong classroom culture should be visible in both adult practice and student behavior. Evidence may include:

- classroom routines that students understand and follow
- students beginning work quickly
- calm and efficient transitions
- clear expectations for discussion, movement, materials, and technology
- teacher redirection that is calm, brief, and specific
- students being redirected back to learning without unnecessary escalation
- routines being retaught when needed
- restorative conversations or follow-up after conflict or disruption
- documentation of repeated patterns and interventions
- timely family communication
- support requests that include evidence of what has already been tried
- classroom culture that reflects Sisterhood, Scholarship, Service, and Leadership

Strong culture is not measured by silence alone. It is measured by whether students are safe, respected, engaged, accountable, and able to participate in meaningful learning.

Section 6: Data, Assessment, Grading, and Academic Response

6.1 Purpose of Data and Assessment

Assessment at ALCS should help teachers, students, and leaders understand what students know, what they are still developing, and what instructional response is needed next. Data should not be collected only for compliance. It should be used to improve instruction, provide feedback, monitor progress, and ensure that students receive the support or enrichment they need.

Strong data use helps teachers answer:

- What did students learn?
- What evidence shows that they learned it?
- Which students need reteaching or additional support?
- Which students are ready for extension or enrichment?
- What misconceptions or gaps need to be addressed?
- What should happen next in instruction?

Assessment should be connected to standards, learning targets, criteria for success, and the most important work of the lesson or unit. Assessment should help teachers make better instructional decisions and help students understand how to improve.

6.2 Types of Evidence Teachers Should Use

Teachers should use multiple sources of evidence to understand student progress. No single data point tells the full story of a student's learning.

Evidence may include:

- Do Now responses
- checks for understanding
- classwork
- student writing
- discussion evidence
- whiteboard responses
- quizzes
- exit tickets
- unit assessments
- performance tasks
- projects
- student conferences
- traditional gradebook data
- standards-aligned assessment data
- NWEA data
- IXL or other platform data, when applicable
- IEP, 504, and ENL information
- prior assessment data
- attendance and participation patterns
- student work samples
- intervention or progress monitoring notes

Teachers should use evidence to make instructional decisions, not simply to record grades. Evidence should help teachers identify patterns, adjust instruction, provide feedback, communicate with students and families, and determine when additional support is needed.

6.3 Checks for Understanding and Exit Tickets

Checks for understanding should occur throughout the lesson so teachers can adjust instruction before misconceptions become fixed. Exit tickets or end-of-lesson evidence should help teachers determine whether students met the learning target and what needs to happen next.

Strong exit tickets are:

- aligned to the learning target
- brief enough to complete within the lesson
- specific enough to reveal understanding
- connected to criteria for success
- useful for planning the next instructional move

Exit tickets should not be treated as an afterthought. Teachers should protect time for students to complete them and should review the evidence in order to plan reteaching, small-group support, spiraling, intervention, or enrichment.

Exit tickets do not need to be long. They do need to produce evidence. A strong exit ticket should help the teacher know whether students are ready to move forward, need reteaching, need additional practice, or need a different instructional approach.

Do Nows should be reviewed and used instructionally, but every Do Now does not need to become a separate PowerSchool grade. Teachers should use Do Now evidence to identify readiness, activate prior learning, surface misconceptions, and adjust the lesson when needed.

Exit tickets should be checked or graded consistently because they provide evidence of whether students met the learning target. ALCS will begin the year with an expectation that teachers enter at least three graded exit-ticket or classwork-based evidence entries per week. This expectation is intended to ensure that teachers have regular evidence of student understanding and that students and families receive current information about academic progress.

Not every piece of evidence must become a PowerSchool grade. Teachers should distinguish between work that is reviewed instructionally, work that receives feedback, and work that becomes an official gradebook entry. The goal is not to collect grades for compliance. The goal is to use evidence to respond to student learning.

6.4 Traditional Grading Anchored in Standards-Aligned Instruction

ALCS uses traditional grading while maintaining a strong commitment to standards-aligned instruction. This means that grades are recorded and reported through the school's approved grading system and grading scale, while instructional tasks, assessments, feedback, and academic support remain connected to standards, learning targets, and criteria for success.

Teachers are expected to ensure that graded assignments are meaningful, aligned to course expectations, and connected to the knowledge and skills students are expected to demonstrate. Grades should provide students, families, teachers, and leaders with an accurate picture of academic progress.

Traditional grading at ALCS should be anchored in the following principles:

- Graded assignments should align to standards, learning targets, and course expectations.
- Students should understand what they are being assessed on and what strong performance looks like.
- Criteria for success should be used to clarify expectations and support feedback.
- Grades should be updated according to school expectations.
- Gradebook entries should be clear enough for students and families to understand.
- Feedback should help students improve, not simply label performance.
- Teachers should use assessment evidence to identify skill gaps and plan academic response.
- Reassessment, revision, or make-up opportunities should follow school expectations and teacher guidance.

Teachers should avoid grading practices that create confusion or inflate/deflate grades in ways that do not clearly communicate academic progress. Grading should support accountability, clarity, and learning.

This section does not establish a standards-based grading system. Teachers should continue to teach from standards, assess standards-aligned learning, and use criteria for success to support feedback, while following the school's traditional grading expectations.

6.5 Gradebook Expectations and Communication

PowerSchool is the official documentation system for student grades, academic progress, and related gradebook records. Teachers are responsible for maintaining accurate and timely gradebook information in PowerSchool according to school grading expectations.

Gradebook entries should be:

- accurate
- timely
- clearly labeled
- connected to course expectations
- aligned to meaningful student work or assessment
- understandable to students and families

Teachers should communicate academic concerns before students reach a crisis point. If a student is missing work, repeatedly performing below expectations, failing assessments, or showing a pattern of incomplete or unsuccessful work, teachers should use available data to determine next steps and communicate with the student, family, and appropriate support staff when needed.

Grades should be updated prior to each progress report and again before the close of each marking period, according to the 2026–2027 school calendar. Teachers should not wait until the end of a marking period to enter grades or communicate academic concerns.

Schoolwide Grading Policy

ALCS uses a traditional weighted grading model. Teachers are expected to enter actual raw scores for completed student work. Scores should reflect the work students actually completed and should not be artificially rescaled into a minimum-to-100 range.

A student who earns a low score on completed work should remain distinguishable from a student who does not submit the work. This distinction supports accurate communication with students, families, teachers, and school leaders.

PowerSchool should preserve the evidence of student performance at the assignment level. Any report-card, marking-period, or final-course grade floor will be applied according to the school's confirmed grading policy and should not be confused with daily assignment scoring.

Teachers should use the schoolwide grading categories and weights consistently. Assignment titles should be clear enough for students, families, and leaders to understand what was assessed, what category the assignment belongs to, and how the assignment connects to course expectations.

Category	Weight	Examples

Classwork	45%	Do Nows, exit tickets, guided practice, independent practice, checks for understanding, labs, in-class writing, discussions, notebook checks, collaborative work
Assessments	30%	Unit tests, quizzes, benchmarks, Regents-style assessments, essays, performance assessments, midterms, finals
Projects	15%	Research projects, presentations, performance tasks, PBL units, portfolios, major writing assignments
Homework	10%	Reading assignments, study guides, practice problems, vocabulary, independent practice, unfinished classwork completed at home
Total	**100%**	

To ensure students and families receive a clear and accurate picture of academic progress, teachers should enter a sufficient number of assignments each quarter. At minimum, each quarter should include approximately:

- **Classwork:** 18–25 entries
- **Assessments:** 4–6 entries
- **Projects:** 2–3 entries
- **Homework:** 8–10 entries

Assignment counts may vary by course structure, instructional calendar, and course requirements, but teachers should maintain enough current evidence for grades to reflect student progress accurately.

Late, Missing, and Absent Work

ALCS will use a schoolwide late, missing, and absent work policy to support consistency across courses, protect accurate grading, and provide students with a reasonable opportunity to complete essential work.

When a student is absent, the assignment should remain temporarily blank in PowerSchool and should carry the appropriate Absent or equivalent PowerSchool marker. The temporary blank should not reduce the student's average while the approved make-up window remains open. When the student submits the work within the allowed window, the teacher should replace the blank with the earned score.

When a student is present but does not submit the assignment, the assignment should be marked Missing and entered as a temporary 50. The temporary 50 ensures that missing work has an immediate and visible effect on the student's grade while still allowing the student to recover credit by completing the work within the allowed period.

Students will generally have 10 school days to submit missing or late work. If work is submitted within the allowed window, the teacher should replace the temporary 50 with the earned score. After the 10-school-day window, the temporary missing-work score becomes the standing grade, and acceptance of the work may become teacher discretion unless otherwise required by an approved accommodation, documented absence situation, administrative decision, or exceptional circumstance.

Work from one marking period may not be submitted during a later marking period. Late work will not be collected during the final week of the marking period. When an absence occurs fewer than 10 school days

before the marking period closes, the student receives only the remaining school days in that marking period rather than carrying the full 10-day window into the next quarter.

This policy is intended to distinguish absence from non-completion, prevent unlimited late submissions, create one schoolwide message, support family communication, and preserve accurate marking-period grades.

Students and families should be able to identify which assignments are missing, which assignments are marked absent, the deadline for submission, and the effect of missing work on the student's current grade. Teachers should communicate academic concerns before students reach a crisis point and should not wait until the end of the marking period to enter grades, update missing work, or contact families about patterns of non-completion.

6.6 Amelioration, Reteaching, and Reassessment

Amelioration is the instructional response that happens when students have not yet demonstrated sufficient understanding of a standard, skill, concept, or task. It should be planned, timely, and connected to the specific learning need.

Amelioration may include:

- reteaching a key concept
- small-group instruction
- targeted practice
- error analysis
- feedback and revision
- additional modeling
- peer-supported practice
- spiraled review
- student conferences
- guided correction
- reassessment after additional learning

Amelioration should not mean simply giving students more work. It should give students a clearer path toward understanding and improved performance.

When reassessment or revision is appropriate, students should receive feedback, additional practice, and an opportunity to show improved understanding. Reassessment expectations should be consistent with school grading guidance and should be communicated clearly to students.

Teachers should be able to explain:

- what the student did not yet understand
- what feedback was provided
- what additional learning opportunity was offered
- what the student must do next
- how improved understanding will be measured

Students must participate in reteaching or amelioration before reassessment, unless the reassessment is needed because of an absence. In most cases, this support should occur during Flex or another designated academic support time.

When reassessment or correction opportunities are provided, teachers should ensure that students receive feedback, additional practice, and an opportunity to demonstrate improved understanding. A reassessment should not be treated as simply retaking an assessment; it should follow additional instruction, feedback, practice, or correction of misconceptions.

After required reteaching or amelioration, students may be eligible to revisit missed assessment questions and earn back up to one-half credit for each corrected response when the correction demonstrates improved understanding. Reassessment or correction opportunities should require students to show additional learning, not simply resubmit the same work without revision.

When reassessment, revision, or corrected work demonstrates improved mastery, the higher grade may replace the original grade according to schoolwide grading guidance. Teachers should document reassessment opportunities and update PowerSchool according to the approved process.

6.7 Spiraling and Responsive Instruction

Teachers should use student data to determine when previously taught skills or standards need to be revisited. Spiraling should be intentional, not random. It should respond to evidence from student work, assessments, exit tickets, classroom discussion, or platform data.

Spiraling may occur through:

- Do Now questions
- weekly review
- small-group reteaching
- homework or practice assignments
- stations
- mini-lessons
- error analysis
- cumulative review
- test preparation
- student conferences
- targeted intervention

Spiraling should help students retain important knowledge and skills over time. It should also help teachers address unfinished learning without abandoning current grade-level expectations.

6.8 Progress Monitoring and At-Risk Students

Teachers are expected to monitor the progress of students who are academically at risk, including students performing below grade level, students with disabilities, English language learners, students with repeated incomplete or unsuccessful work, and students demonstrating limited progress over time.

Progress monitoring should help teachers and support staff identify whether interventions are working and whether additional support is needed.

Teachers should be able to identify:

- which students are not yet meeting expectations
- which standards, skills, or assignments are causing difficulty
- what support has already been provided
- whether the student is improving
- what next step is needed
- when family communication or SST involvement is needed

Progress monitoring should be connected to classroom instruction, intervention, family communication, and student support systems. Teachers should not wait until the end of a marking period to respond to academic risk.

6.9 Data Meetings and Instructional Response

Data meetings should focus on evidence, patterns, and next steps. The goal is not only to review scores, but to determine what students need and what adults will do in response.

Strong data conversations include:

- the standard or skill assessed
- the assessment or task used
- trends across the class
- student groups needing support
- common misconceptions
- examples of student work
- instructional moves that were effective
- reteaching or enrichment plans
- timeline for follow-up
- evidence that will show whether the response worked

Teachers should come to data conversations prepared to discuss student evidence and leave with a clear next instructional move. Leaders and instructional support staff should help ensure that data leads to action, not just analysis.

Data meetings may result in:

- reteaching plans
- small-group plans
- intervention referrals
- spiraling priorities
- student conferences
- family communication
- lesson or assessment revisions
- coaching focus areas
- progress monitoring next steps

The most important question in a data meeting is not simply, "How did students perform?" It is, "What will we do next because of what the evidence shows?"

ALCS will use a monthly data cycle to review student learning evidence, identify trends, and determine instructional next steps. Data conversations may occur during Monday professional learning time, Friday professional learning time, coaching cycles, department meetings, grade-level meetings, or other leadership-designated collaboration structures.

Because common planning time may vary by schedule, data meetings may be organized by department, grade band, course team, coaching group, or schoolwide priority. The purpose is to ensure that teachers regularly review current student evidence and make instructional decisions based on what students show.

Teachers should bring current student evidence to data meetings, which may include student work, exit tickets, intervention notes, a class set of the most recent assessment, or other end-of-class collected evidence. Data meetings should result in a clear instructional response, such as reteaching, spiraling, small-group support, intervention, enrichment, reassessment planning, or family/student follow-up.

6.10 Required Assessments and Assessment Administration

ALCS administers required state, internal, and platform-based assessments to monitor student progress, support instructional planning, meet accountability requirements, and prepare students for course and graduation expectations.

Required assessments may include:

- New York State assessments
- Regents exams
- NYSESLAT
- internal interim or benchmark assessments
- NWEA
- IXL or other approved platform assessments
- curriculum-based assessments
- unit assessments
- performance tasks
- other assessments identified by school leadership

In addition to required benchmark, state, and platform assessments, teachers are expected to assess student understanding daily through strategies such as Do Nows, exit tickets, conferencing, checks for understanding, classwork, student writing, performance tasks, and other formative assessment methods. Teachers should use this evidence to adjust instruction, plan reteaching, identify students needing support, and monitor progress over time.

ALCS may phase in a student portfolio or work-sample system during the 2026–2027 school year. If implemented, the system may include selected student work samples, assessment evidence, teacher feedback, rubrics, student reflection, and student-selected evidence of growth.

Portfolio work may support project grading when students are expected to organize evidence, reflect on their learning, defend their selections, and demonstrate growth over time. However, portfolio assembly alone should not replace authentic project-based learning unless the task requires meaningful inquiry, performance, analysis, creation, presentation, or reflection aligned to course expectations.

Final portfolio and project-based learning requirements will be communicated once leadership confirms the minimum expectations for each marking period.

6.11 Evidence of Strong Implementation

Strong implementation of data, assessment, grading, and academic response may include:

- lesson-level checks for understanding
- exit tickets aligned to learning targets
- student work reviewed for patterns and misconceptions
- grades updated according to school expectations
- gradebook entries that are clear and accurate
- assessment tasks aligned to standards and criteria for success
- documented reteaching or intervention plans
- evidence of spiraling based on data
- student feedback connected to criteria for success
- student opportunities to revise, reassess, or improve when appropriate
- progress monitoring for academically at-risk students
- data meeting preparation and follow-through
- family communication when students show academic concern
- instructional adjustments based on evidence

The purpose of this work is to ensure that students are not only assessed, but supported. Data should lead to action.

Section 7: Supporting Diverse Learners

7.1 Purpose of Supporting Diverse Learners

At ALCS, supporting diverse learners means ensuring that every scholar has access to rigorous, standards-aligned instruction with the appropriate supports needed to participate, think, grow, and demonstrate learning. Support should not lower expectations. Support should help students reach the expectation.

Teachers are expected to plan with student needs in mind, including academic readiness, language development, learning differences, IEP and 504 requirements, ENL needs, prior data, student strengths, cultural background, and classroom evidence of learning.

Supporting diverse learners is not an add-on at the end of planning. It should be part of how teachers design lessons, select tasks, prepare materials, structure discourse, check for understanding, provide feedback, and respond to student work.

Strong support for diverse learners should help students:

- access grade-level content
- engage in meaningful academic tasks
- use academic language
- participate in classroom discourse
- show understanding in multiple ways when appropriate
- receive feedback that helps them improve
- build independence over time
- experience belonging, challenge, and success

The goal is not to make the work easier. The goal is to make rigorous work more accessible, more purposeful, and more responsive to student needs.

7.2 Differentiation

Differentiation is the intentional adjustment of instruction, materials, supports, grouping, questioning, feedback, or products based on evidence of student need. Differentiation should be based on data and classroom evidence, not assumptions.

Teachers may differentiate by adjusting:

- how students access information
- the level of scaffolding provided
- the amount of guided practice needed
- grouping structures
- language supports
- materials or text complexity
- checks for understanding
- student work products
- extension or enrichment opportunities
- feedback and revision opportunities
- pacing within a task or sequence
- opportunities for practice, rehearsal, or application

Differentiation should remain connected to the learning target and the grade-level standard. The goal is to provide access, support, and challenge while maintaining academic expectations.

Differentiation should not mean:

- giving unrelated work
- lowering the standard without a clear instructional reason
- assigning busywork to some students while others receive instruction
- allowing students to opt out of rigorous thinking
- giving every student the same support regardless of need
- replacing instruction with independent platform work without teacher analysis or follow-up

Strong differentiation is purposeful. Teachers should be able to explain what need the support addresses and how the support helps the student move toward the learning target.

7.3 Scaffolds and Supports

Scaffolds are temporary supports that help students move toward independence. Teachers should select scaffolds based on the demands of the task and the needs of students.

Examples of scaffolds include:

- sentence stems
- graphic organizers
- vocabulary supports
- worked examples
- chunked tasks
- guided notes
- visual models
- partner rehearsal
- teacher modeling
- checklists
- step-by-step directions
- small-group instruction
- opportunities to revise after feedback
- anchor charts or reference tools
- partially completed examples
- oral rehearsal before writing
- manipulatives, diagrams, or models when appropriate

Scaffolds should help students do more thinking, not less. Over time, teachers should reduce supports as students gain confidence, skill, and independence.

Strong implementation looks like:

- the scaffold is connected to the learning target
- students still engage in the important thinking of the lesson
- the teacher explains how to use the support
- the support is removed or reduced when students no longer need it
- students are not permanently dependent on the scaffold
- support is adjusted based on evidence of student progress

Scaffolds should not become a way to avoid rigorous work. They should help students access, practice, and eventually complete rigorous work more independently.

7.4 Accommodations, IEPs, 504 Plans, and ENL Supports

Teachers are responsible for knowing and implementing required student supports, including IEP accommodations, 504 accommodations, and ENL supports. These supports should be reflected in lesson planning and classroom practice.

Teachers should collaborate with special education teachers, ENL teachers, related service providers, counselors, and student support staff when planning for students who require additional support.

When planning, teachers should consider:

- what the student is expected to learn
- what barrier may prevent access
- what accommodation or support is required
- how the student will participate in the lesson
- how the student will demonstrate understanding
- how progress will be monitored
- what follow-up may be needed

Accommodations should provide access to learning while preserving the rigor of the task whenever possible. The revised draft already captures this clearly, and that language should stay.

Teachers should not wait until an observation, data meeting, family concern, or student struggle to review required supports. IEP, 504, and ENL supports should be known, planned for, implemented, and monitored as part of regular instruction.

Implementation may include:

- providing required testing or classroom accommodations
- offering language supports
- adjusting materials or access points
- providing assistive tools when required
- collaborating with push-in or co-teaching staff
- checking whether supports are actually helping the student access the work
- documenting concerns when supports are not sufficient
- communicating with appropriate support staff when additional guidance is needed

Failure to implement required accommodations is not just an instructional gap. It can become a compliance concern. Teachers should seek clarification immediately when they are unsure how to implement a required support.

7.5 Supporting English Language Learners

English language learners should have meaningful access to grade-level content while developing academic language. Teachers should plan for both content understanding and language development.

Supports may include:

- visuals and models
- vocabulary previews
- sentence frames
- structured partner talk
- oral rehearsal before writing
- labeled diagrams
- clear directions
- checks for understanding
- opportunities to speak, listen, read, and write
- collaboration with ENL staff
- word banks
- examples and non-examples

- gestures, images, or demonstrations
- chunked reading or listening tasks
- opportunities to practice academic language before whole-class sharing

ELL support should not remove students from rigorous thinking. It should help students access the thinking, language, and tasks of the lesson.

Teachers should avoid assuming that language development reflects lack of intelligence, motivation, or ability. Students may understand concepts before they can fully express that understanding in academic English. Teachers should provide ways for students to build language while still engaging in meaningful content.

Strong implementation looks like:

- language demands are anticipated before the lesson
- vocabulary is taught in context
- students have structured opportunities to speak and write
- sentence frames support thinking without scripting all thought
- students are asked to explain, justify, describe, compare, and ask questions
- ENL staff are included in planning or follow-up when needed
- student language growth is monitored alongside content learning

7.6 Supporting Students with Disabilities

Students with disabilities must have access to rigorous instruction, required accommodations, appropriate supports, and meaningful opportunities to demonstrate learning. Teachers should understand the student's required supports and collaborate with special education staff to ensure those supports are implemented with consistency.

Support for students with disabilities may include:

- accommodations required by the IEP or 504 plan
- modified access to materials when appropriate and approved
- chunked directions
- guided notes
- assistive technology
- extended time when required
- small-group support
- repeated directions or checks for understanding
- visual models
- preferential seating
- behavior supports or regulation strategies
- alternative ways to demonstrate understanding when appropriate
- collaboration with special education teachers or related service providers

Teachers should not treat accommodations as optional. If a required support is unclear, difficult to implement, or appears insufficient, the teacher must seek guidance from the appropriate special education staff or school leader.

Strong implementation looks like:

- required supports are visible in planning and classroom practice
- the student has access to the same learning target whenever possible
- the teacher checks whether the accommodation is supporting access
- the student is not unnecessarily excluded from discourse, group work, higher-order thinking, or grade-level tasks
- progress is monitored and concerns are communicated early
- special education staff and general education teachers share responsibility for student success

7.7 Culturally Responsive Instruction and Belonging

Supporting diverse learners also means creating classrooms where students' identities, experiences, cultures, languages, and perspectives are treated as assets. Teachers should build relationships, learn from students, and create opportunities for scholars to see themselves as capable learners and leaders.

Culturally responsive instruction may include:

- connecting content to students' lived experiences
- including diverse voices and perspectives
- avoiding deficit-based assumptions
- inviting student voice and choice
- using examples that are meaningful and relevant
- creating space for discussion and reflection
- affirming students' identities while maintaining high expectations
- challenging stereotypes and narrow representations
- selecting materials that reflect multiple histories, communities, and contributions
- recognizing students' language, culture, and family knowledge as assets

Belonging should be visible in both classroom culture and academic tasks. Students should not have to choose between being themselves and being successful in school.

This does not mean every lesson must be about identity. It means teachers should plan and teach in ways that communicate: **You belong here. Your thinking matters. Your voice matters. You are capable of rigorous work.**

7.8 Co-Teaching and Push-In Support

Co-teaching and push-in support are intended to increase access, strengthen instruction, and provide more responsive support for students. When two adults are assigned to support a classroom, both should have a clear instructional role.

Co-teaching may include:

- **One Teach, One Assist:** One teacher leads instruction while the other circulates, supports students, checks understanding, or provides targeted feedback.
- **Station Teaching:** Students rotate through learning stations, with teachers leading different stations or supporting targeted skills.

- **Alternative Teaching:** One teacher works with a smaller group for reteaching, enrichment, intervention, or targeted support while the other teacher works with the larger group.
- **Parallel Teaching:** The class is divided into smaller groups, with both teachers teaching the same or similar content to reduce group size and increase participation.
- **Team Teaching:** Both teachers share instruction, modeling, questioning, facilitation, and feedback throughout the lesson.

Co-teaching should be planned whenever possible. It should not default to one adult teaching while the other adult has no defined role. Both adults should understand the lesson objective, student needs, instructional task, and support plan.

Strong co-teaching or push-in support looks like:

- both adults know the learning target and criteria for success
- both adults know which students need specific support
- both adults have a clear role during instruction
- support is connected to the lesson, not separate from it
- students receive timely feedback
- checks for understanding are shared
- small groups are used purposefully when needed
- both adults communicate before and/or after the lesson about student progress

Co-teaching should increase access and participation. It should not create confusion about adult roles or lower expectations for students receiving support.

7.9 Progress Monitoring and Collaboration

Students receiving additional support should be monitored regularly to determine whether the support is working. Teachers should use classroom evidence, assessment data, student work, observations, and input from support staff to identify student progress and next steps.

Collaboration may include:

- planning conversations
- review of student work
- progress monitoring check-ins
- shared intervention plans
- family communication
- consultation with student support staff
- adjustment of scaffolds or accommodations
- referral for additional support when needed
- review of IEP, 504, or ENL supports
- alignment between classroom instruction and intervention

The goal of collaboration is to make student support more consistent, more timely, and more effective.

Teachers should be able to answer:

- What support is the student receiving?
- What evidence shows whether it is working?
- What progress has the student made?
- What barrier still exists?
- What adjustment is needed?
- Who else needs to be involved?
- What should be communicated to the family or support team?

Progress monitoring should not happen only at report card time or after a student has failed. It should be part of the instructional cycle.

ALCS is finalizing student support leadership and ownership structures for special education, ENL, MTSS, intervention, progress monitoring, and support for academically at-risk students. Until final role assignments are communicated, teachers should continue to collaborate with the appropriate special education, ENL, counseling, student support, instructional leadership, or administrative staff member based on the student need.

Final student support procedures may be updated after the school confirms the designated student support leadership role and related responsibilities. Any updates will be communicated to staff with clear expectations for implementation.

7.10 Evidence of Strong Implementation

Strong implementation of support for diverse learners may include:

- lesson plans that reflect IEP, 504, ENL, and academic support needs
- differentiation based on data and classroom evidence
- scaffolds connected to the learning target
- supports that help students access rigorous tasks
- students with disabilities participating meaningfully in grade-level work
- English language learners speaking, listening, reading, and writing during lessons
- culturally responsive materials, examples, and discussion opportunities
- co-teaching roles that are clear and purposeful
- student work showing growth over time
- progress monitoring notes or evidence
- timely communication with support staff and families
- adjustments to instruction based on student response

Strong support for diverse learners is not measured by whether a teacher can name a strategy. It is measured by whether students are accessing the work, participating meaningfully, making progress, and experiencing both challenge and belonging.

Section 8: Coaching, Feedback, Observation, and Evaluation

8.1 Purpose of Coaching and Feedback

Coaching and feedback at ALCS are intended to strengthen teacher practice, support professional growth, and improve student learning outcomes. Feedback should be specific, evidence-based, actionable, and connected to schoolwide instructional priorities.

Coaching is most effective when it is rooted in trust, clarity, reflection, implementation, and follow-through. Teachers should expect feedback that names strengths, identifies a clear area for growth, and supports next steps through planning, modeling, rehearsal, observation, student work review, resource sharing, or follow-up conversation.

Coaching and feedback should help teachers answer:

- What is working?
- What evidence shows it is working?
- What is the highest-leverage next step?
- What support is needed to implement that next step?
- What should be visible in future instruction?
- How will we know whether the change improved student learning?

The goal of coaching is not perfection. The goal is continuous improvement in service of stronger learning experiences for students.

ALCS uses a connected three-tool instructional monitoring and coaching system to create a clear pathway from instructional expectations to classroom evidence, feedback, support, implementation, and follow-through.

The three tools are:

1. **Daily Lesson Snapshot Check** — confirms the availability and basic completeness of the required daily planning artifact.
2. **Instructional Walkthrough Evidence Form** — captures observable evidence connected to schoolwide instructional priorities and, when applicable, a teacher-specific action step.
3. **Coaching Cycle Record** — documents a focused area for growth, agreed-upon teacher and coach actions, evidence of implementation, and follow-through over time.

Each tool has a distinct purpose. A planning check should not become a full instructional walkthrough. A walkthrough should not automatically become a formal evaluation. A coaching record should support implementation and professional growth unless the teacher is explicitly informed that a formal support or evaluation process applies.

Together, the tools support the following instructional improvement cycle:

> **Planning evidence → classroom evidence → feedback → targeted support → implementation → follow-up evidence → adjustment or sustained practice**

Schoolwide trends from these tools may also be used to identify professional learning priorities, resource needs, implementation barriers, and areas requiring additional calibration or support.

8.2 Coaching vs. Evaluation

ALCS recognizes that coaching and evaluation serve different purposes.

Coaching is designed to support professional growth. Coaching may include classroom visits, planning conversations, feedback notes, student work review, modeling, rehearsal, resource sharing, reflection, and follow-up. Coaching feedback should help teachers improve practice and strengthen student outcomes.

Evaluation is a formal process used to assess teacher performance according to school-approved evaluation expectations, rubrics, timelines, and documentation procedures. Formal evaluation is conducted by designated evaluators and documented through the appropriate evaluation platform or process.

To preserve trust and clarity, teachers should understand whether a classroom visit, feedback conversation, or written note is being used for coaching, evaluation, or both. When feedback is coaching-based and not evaluative, that purpose should be communicated clearly.

A classroom visit may still produce useful evidence for coaching, calibration, trend analysis, or leadership follow-up. However, formal evaluation should follow the approved evaluation process, including required timelines, tools, rubrics, documentation, and evaluator roles.

8.3 ALCS Instructional Monitoring and Coaching System

ALCS uses three connected but distinct tools to monitor instructional implementation, provide aligned feedback, and support teacher growth. All three tools are aligned to the schoolwide instructional priorities:

- Purposeful, standards-aligned instruction
- Cognitive lift and rigor
- Checks for understanding and responsive teaching
- Student discourse and academic belonging
- Classroom systems that protect learning

The tools are designed to create continuity without treating every classroom visit, planning concern, or coaching conversation as the same type of interaction.

Tool 1: Daily Lesson Snapshot Check

The Daily Lesson Snapshot Check is a brief review of the required daily planning artifact. It is used to confirm that the snapshot is available and communicates the lesson’s instructional throughline clearly enough to guide instruction.

It may result in:

- no follow-up;
- clarification of an expectation;
- a request to complete or revise part of the snapshot;
- planning support;
- targeted follow-up; or
- use of the Rule of 3 process when concerns repeat.

The Daily Lesson Snapshot Check does not, by itself, determine whether the planned lesson was implemented effectively.

Tool 2: Instructional Walkthrough Evidence Form

The Instructional Walkthrough Evidence Form is used during brief classroom visits to capture observable evidence of teaching and learning.

Walkthroughs should generally focus on:

- one selected schoolwide instructional priority;
- a defined schoolwide, department, grade-level, or coaching lens; and
- a teacher-specific action step only when follow-up is appropriate.

Observers should document what students and teachers were doing, saying, using, or producing. Evidence should be connected to the lesson phase observed and should distinguish between:

- clear evidence;
- partial or inconsistent evidence;
- evidence not yet evident;
- not enough evidence during the visit; and
- not applicable to the observed lesson phase.

Walkthroughs may identify a bright spot, a reflection question, a highest-leverage next step, a need for additional evidence, or a need for coaching support. A brief walkthrough should not attempt to measure every expectation in the handbook during every visit.

Tool 3: Coaching Cycle Record

The Coaching Cycle Record is used when a teacher and coach are working on a defined instructional focus over time.

A coaching cycle should identify:

- the evidence that led to the focus;
- the schoolwide priority or student-learning need connected to the focus;
- the specific teacher action;
- the support the coach will provide;
- the student evidence expected as a result;
- the timeline for implementation;
- the evidence that will be reviewed;
- the follow-up date; and
- whether the action should be continued, adjusted, sustained, or closed.

Coaching may include co-planning, modeling, rehearsal, resource development, student-work analysis, observation and feedback, questioning support, data analysis, or reflection.

How the Tools Connect

Information may move from one tool to another when follow-up is needed, but the original purpose of each tool should remain clear.

For example:

- A missing or unclear Daily Lesson Snapshot may lead to planning support.
- A walkthrough may identify an instructional strength or next step.
- A recurring or high-leverage walkthrough finding may become the focus of a coaching cycle.
- A coaching action step may be revisited during a later walkthrough.
- Follow-up evidence may show that the practice is improving, needs adjustment, or is ready to be sustained.
- Patterns across classrooms may inform professional learning or leadership decisions.

Movement between tools is not automatic. One isolated observation or planning concern should not automatically result in a coaching cycle or formal process. Leaders should consider the significance, frequency, context, prior feedback, student impact, and support already provided.

Documentation and Communication

Teachers should understand:

- which tool is being used;
- the purpose of the interaction;
- what evidence was collected;
- whether a response or action is expected;
- what support will be provided;
- when follow-up will occur; and
- whether the interaction is coaching-based, evaluative, or connected to formal support.

The tools should reduce ambiguity and fragmented documentation. They should not create unnecessary duplication or turn every interaction into an extensive written record.

8.4 Classroom Walkthroughs and Informal Observations

Classroom walkthroughs are brief visits used to gather evidence of instructional implementation, identify strengths and needs, support coaching, and understand schoolwide patterns. Walkthroughs are generally non-evaluative unless a teacher is explicitly informed that a visit is part of an approved formal evaluation or support process.

The purpose of a walkthrough is not to complete a checklist of every handbook expectation during every visit. Walkthrough evidence should be limited to what the observer had a reasonable opportunity to see, hear, or review during the lesson phase observed.

Walkthroughs may be used for:

- schoolwide instructional-priority scans;
- department or grade-level trend reviews;
- coaching follow-up;

- classroom-systems follow-up;
- implementation checks connected to professional learning;
- identification of instructional strengths;
- identification of barriers or support needs; or
- collection of additional evidence before determining next steps.

Each walkthrough should identify:

- the teacher, course, date, time, and approximate length of the visit;
- the lesson phase observed;
- the purpose of the visit;
- the primary instructional lens;
- observable teacher actions;
- observable student actions, language, thinking, or work;
- the evidence level;
- a bright spot, next step, or reflection question when appropriate; and
- whether follow-up is needed.

Evidence should be factual, specific, and connected to student learning. Walkthrough notes should avoid assumptions about parts of the lesson that were not observed.

Possible evidence sources include:

- student discussion;
- student writing or problem-solving;
- task directions and materials;
- student work products;
- teacher questioning;
- checks for understanding;
- responses to student evidence;
- classroom routines;
- use of criteria for success;
- scaffolds and supports;
- lesson pacing; and
- alignment among the learning target, task, and evidence of learning.

Walkthrough evidence may lead to brief feedback, a future revisit, a planning conversation, resource support, a coaching conversation, or no immediate follow-up. Patterns across multiple visits may be used to inform professional learning, coaching priorities, leadership calibration, and schoolwide instructional decisions.

8.5 Formal Observations and Evaluation

Formal observations are part of the teacher evaluation process and should follow the school’s approved evaluation procedures, timelines, rubrics, and documentation expectations.

Formal observations may include:

- pre-observation preparation
- review of lesson plans or materials
- classroom observation
- evidence collection
- student work or assessment review
- post-observation feedback
- teacher reflection
- debrief conversation
- documentation in the approved platform or process

Teachers should be informed of the expectations connected to formal observations, including required materials, timelines, observation tools, evaluator roles, and documentation procedures.

The evaluation process may include professional goal-setting, self-reflection, formal observations, feedback, and documentation in the approved evaluation platform.

Formal evaluations are conducted by designated members of the instructional leadership team. The Danielson Framework for Teaching is the official evaluation framework, and eDoctrina is the official platform for formal evaluation documentation.

Each teacher will receive two formal observations during the school year: one in the first half of the year and one in the second half of the year.

Formal observation and evaluation procedures, timelines, documentation, and evaluator roles should follow the school-approved evaluation process and applicable collective bargaining provisions.

8.6 Observation Preparation and Materials

Teachers should be prepared for classroom visits by maintaining clear lesson plans, student-facing materials, criteria for success, and evidence of learning.

For formal observations or scheduled visits, teachers may be asked to provide:

- lesson plan
- learning target/objective
- criteria for success
- student-facing materials
- exemplar or sample response, when applicable
- assessment or exit ticket
- data used to plan
- differentiation, accommodation, or ENL support plan
- seating chart or relevant student context, when appropriate

Pre- and post-observation forms are required for formal observations and should be submitted according to the timeline communicated by instructional leadership.

For informal walkthroughs, teachers should still maintain lesson materials in the designated location and be able to explain the alignment between the standard, learning target, task, criteria for success, and evidence of learning.

Students should be used to adults entering classrooms for observation, coaching, support, and calibration. Teachers should normalize classroom visits early in the year so that visits do not disrupt instruction or student behavior.

8.7 Debrief, Reflection, and Action Steps

Debrief conversations are opportunities for teachers and leaders or coaches to reflect on instruction, review evidence, and identify next steps. Debriefs should focus on the connection between teacher practice and student learning.

Strong debriefs may include:

- evidence from the lesson
- student work or assessment data
- alignment to the learning target
- student engagement and participation
- checks for understanding
- classroom routines
- discourse and academic talk
- strengths from the lesson
- one high-leverage area for growth
- a clear action step
- support needed for implementation
- timeline for follow-up

Action steps should be specific enough that both the teacher and coach or leader know what should be visible in future instruction.

A strong action step should answer:

- What exactly will the teacher try or change?
- Where in the lesson or routine will it happen?
- What will students do differently as a result?
- What support will the teacher receive?
- When should the change be visible?
- What evidence will confirm implementation?

Debrief and reflection should be professional, honest, and evidence-based. The goal is not to defend every decision or list every weakness. The goal is to identify what will most improve student learning next.

8.8 Real-Time Coaching

Real-time coaching may be used to support immediate instructional adjustment during a lesson. This may include brief prompts, nonverbal cues, whisper coaching, written notes, in-the-moment suggestions, or quick feedback during transitions.

Real-time coaching should be supportive, discreet, and connected to the teacher's growth area or the needs of the lesson. It should not undermine the teacher's authority or disrupt the learning environment.

Real-time coaching may be appropriate when:

- a small adjustment can strengthen the lesson immediately
- students need clearer directions or expectations
- a teacher is practicing a specific strategy
- a planned routine or action step needs support
- the coach or leader can help the teacher protect learning time
- the teacher has agreed to in-the-moment support as part of a coaching cycle

Real-time coaching may be initiated by instructional leaders or coaches when an in-the-moment adjustment can strengthen instruction, protect learning time, or support implementation of a schoolwide priority or teacher-specific focus area.

Real-time coaching may occur during active coaching cycles, walkthroughs, classroom visits, or other instructional support moments. It should be brief, discreet, and connected to observable classroom evidence. Real-time coaching should not undermine the teacher's authority or disrupt the learning environment.

Real-time coaching should not become public correction, micromanagement, or surprise evaluation. When real-time coaching is used, follow-up should occur when needed so the teacher understands the purpose of the coaching move and how to strengthen implementation moving forward.

8.9 Professional Growth and Follow-Through

Professional growth requires follow-through from both teachers and instructional leaders. Teachers are expected to reflect on feedback, implement agreed-upon action steps, seek clarification when needed, and use coaching support to strengthen practice.

Instructional leaders and coaches are expected to provide clear feedback, aligned support, reasonable timelines, and follow-up that helps teachers improve.

Follow-through may include:

- revised lesson plans
- implementation of a strategy
- student work review
- follow-up walkthrough
- coaching conversation
- modeling or rehearsal
- data review
- reflection notes
- progress check-ins
- additional resources or planning support

When a concern continues over time, leaders may determine that additional support, documentation, or formal improvement planning is needed. Any formal improvement process should be communicated clearly and follow school procedures.

Teachers will complete a beginning-of-year professional goal or self-reflection as part of the evaluation and growth process. Goal-setting may occur through individual meetings, written reflection, coaching conversations, or another leadership-approved process. The purpose is to help teachers identify an instructional focus, connect growth goals to schoolwide priorities, and reflect on progress over time.

Follow-through should be documented through the tool that matches the purpose of the work. Planning-availability concerns should be followed through using the Daily Lesson Snapshot Check. Classroom implementation evidence should be followed through through a later walkthrough or review of relevant student evidence. Sustained teacher growth work should be followed through through the Coaching Cycle Record.

When an action step is established, the teacher and instructional leader should clarify:

- what will be implemented;
- where and when it will occur;
- what support will be provided;
- what student or classroom evidence is expected;
- when evidence will be reviewed; and
- how the next decision will be made.

The purpose of follow-through is not to create repeated documentation. It is to determine whether feedback and support resulted in stronger implementation and improved student learning.

8.10 Evidence of Strong Coaching and Feedback Implementation

Strong implementation of coaching, feedback, observation, and evaluation may include:

- coaching focus aligned to student learning and schoolwide priorities
- feedback connected to observable evidence
- teacher reflection connected to student outcomes
- clear action steps
- follow-up on agreed-upon next steps
- lesson plans or materials revised based on feedback
- student work or data used in coaching conversations
- real-time coaching used discreetly and supportively
- walkthrough trends used to inform professional learning
- formal observations documented according to approved procedures
- teachers understanding whether feedback is coaching-based, evaluative, or both
- improved implementation visible over time
- Daily Lesson Snapshot Checks remain brief and focused on planning availability and clarity;
- walkthroughs use a defined instructional lens rather than attempting to score every expectation;
- walkthrough evidence distinguishes between absence of evidence and lack of opportunity to observe;
- teacher and student evidence is documented factually;

- coaching cycles include a specific action, coach support, expected student evidence, and follow-up date;
- evidence can be connected across tools without blending their purposes;
- teachers understand which tool is being used and why;
- schoolwide trends are reviewed without relying on isolated visits;
- feedback leads to support, implementation, evidence review, and an appropriate next decision; and
- coaching and formal evaluation remain clearly distinguished.

Coaching and feedback should produce a clearer path forward. If feedback does not help a teacher understand what to keep doing, what to adjust, and how to improve student learning, it is not yet specific enough.

Section 9: Instructional Platforms and Systems

9.1 Purpose of Instructional Platforms

Instructional platforms and systems help ALCS maintain consistency, communication, documentation, assessment, grading, and data use across classrooms. These tools should support strong instruction and clear communication. They should not replace teacher planning, relationship-building, feedback, or instructional decision-making.

Teachers are expected to use school-approved platforms according to school expectations. Platform use should help teachers:

- plan and organize instruction
- communicate assignments and resources
- maintain accurate grade information
- administer or review assessments
- monitor student progress
- provide access to materials
- document feedback, observation, or evaluation information when required
- support students and families with timely academic information

Technology systems are only useful when they are accurate, updated, and used consistently. Teachers should seek support when they are unsure how to use a required platform.

9.2 eDoctrina

eDoctrina may be used to support instructional planning, feedback, coaching, observation, and evaluation documentation. It may house planning materials, walkthrough feedback, formal observation evidence, evaluation documentation, signatures or acknowledgements, professional goals, self-reflection, coaching documentation, and formal improvement documentation when required.

eDoctrina is not the routine platform for two-week-ahead lesson plan uploads or weekly planning compliance checks. The Daily Lesson Snapshot, posted in the purple classroom folder, serves as the primary daily evidence of planning for routine instructional practice.

Lesson plans, Daily Lesson Snapshots, unit plans, or other planning materials may be uploaded into eDoctrina when requested by instructional leadership. This may occur in connection with formal observations, active coaching cycles, classroom visits, walkthrough follow-up, planning feedback, new teacher support, formal support plans, or other leadership-directed instructional support.

When teachers are asked to upload planning materials into eDoctrina, the purpose should be to support planning clarity, feedback, coaching, observation preparation, or follow-up — not to recreate a routine two-week-ahead compliance submission system.

Teachers are responsible for checking, reviewing, acknowledging, and responding to required eDoctrina items according to school timelines and applicable evaluation procedures.

9.3 Google Classroom

Google Classroom is the school-approved learning management system for the 2026–2027 school year and will be used from the first day of school. Teachers are expected to use Google Classroom to organize course materials, assignments, resources, links, announcements, make-up work, and student-facing instructional materials.

Teachers may be expected to use Google Classroom to:

- post course resources and materials
- provide assignment directions
- share due dates and expectations
- support student access to make-up work
- organize digital materials
- communicate course updates
- support student and family access to learning materials
- collect or return assignments when appropriate

Google Classroom should help students know what they are expected to do, where materials are located, and how to access learning resources. It should not become a confusing storage space with outdated or unclear materials.

Teachers should keep student-facing materials organized, clearly labeled, and updated according to school expectations. If Google Classroom is used for assignment submission or feedback, teachers should communicate expectations clearly to students.

9.4 PowerSchool

PowerSchool is the official documentation system for student grades, academic progress, and related gradebook records. Teachers are responsible for maintaining accurate and timely gradebook information in PowerSchool according to school grading expectations. Gradebook entries should be clear, current, and understandable to students, families, and school leaders.

PowerSchool should be used to:

- enter and update grades
- record assignment and assessment information
- communicate academic progress
- monitor missing or incomplete work
- support progress reporting
- help identify students who may need academic support
- provide accurate information for students, families, and leadership

PowerSchool should reflect traditional grading expectations while remaining connected to standards-aligned instruction. Teachers should ensure that graded tasks and assessments are meaningful, aligned to course expectations, and labeled clearly in the gradebook.

9.5 IXL

IXL is a required instructional platform for the 2026–2027 school year. Its use may vary by course, grade level, and instructional purpose, including EPD, MPD, WF, MF, Topics, intervention, practice, diagnostics, or skill reinforcement. Specific IXL expectations will be communicated by course or program area and supported through scheduled professional development.

9.6 Assessment and Data Platforms

ALCS may use additional assessment or data platforms to monitor student progress, identify learning gaps, support intervention, and inform instructional planning. These may include NWEA, IXL, curriculum-based assessment platforms, Regents preparation tools, or other school-approved systems.

Teachers are expected to use required assessment and data platforms according to school guidance. Platform data should be used to support instructional decision-making, not simply collected.

Teachers may use platform data to:

- identify student strengths and gaps
- group students for support or enrichment
- plan reteaching or spiraling
- monitor intervention progress
- prepare for data meetings
- communicate academic needs
- adjust instruction based on evidence

If a platform is required for a specific grade level, course, or content area, school leadership should communicate the expectations for use, frequency, reporting, and follow-up.

9.7 Platform Expectations Quick Reference

Platform / System	Primary Purpose	Teacher Responsibilities	Evidence of Use

eDoctrina	Planning support, feedback, coaching, observation, and evaluation documentation	Review and acknowledge required feedback/evaluation items; upload planning materials when requested for formal observations, coaching cycles, classroom visits, planning feedback, or support/accountability processes	Acknowledged feedback/evaluation documentation; requested planning materials when applicable; coaching, observation, or professional growth documentation
Google Classroom	Course materials, assignments, resources, student access	Post and organize required materials, assignments, resources, and make-up work according to school expectations	Updated course page, clear assignments/resources, accessible student materials
PowerSchool	Official gradebook and student information system	Maintain accurate and timely grades; label assignments clearly; monitor missing work and academic progress	Updated gradebook, clear assignment labels, progress information
NWEA	Benchmark/progress data, if required	Review data, identify needs, use results to inform grouping, intervention, and planning	Data review notes, intervention plans, student grouping, progress monitoring
IXL / approved practice platform	Practice, diagnostic, skill data, or intervention support when required	Assign or review platform work according to course expectations; use data to inform support	Usage reports, skill progress, intervention notes
Curriculum platforms	Access to curriculum resources, assessments, texts, tasks, or digital materials	Use adopted materials; assign student-facing resources when appropriate	Lesson materials, assignments, assessment data, student work

This table should be updated annually based on the platforms ALCS confirms for the school year.

9.8 Expectations for Accuracy, Timeliness, and Professional Use

Teachers are responsible for using instructional platforms professionally and consistently. Platform information should be accurate, timely, organized, and aligned to school expectations.

Teachers should:

- keep required platforms updated
- use clear assignment titles and dates
- avoid duplicate or confusing entries
- remove or archive outdated materials when appropriate
- protect student confidentiality
- follow school expectations for communication
- check required platforms regularly
- ask for support when unsure how to use a system
- avoid using unofficial systems in place of required school platforms

Teachers should not rely on verbal communication alone when school expectations require documentation in an approved platform. Accurate platform use supports students, families, teachers, support staff, and leadership.

9.9 Platform Support and Training

Platform support will be coordinated through the Director of Data and Accountability and other designated staff as appropriate. Teachers should seek support when they are unsure how to access, update, or use a required instructional platform.

Support may include:

- professional learning
- written guides
- quick-reference tools
- coaching or department support
- platform walkthroughs
- model course pages or examples
- troubleshooting sessions

When platform expectations change, staff should be informed of the change, the reason for the change, and the expected implementation timeline.

9.10 Evidence of Strong Implementation

Strong implementation of instructional platforms may include:

- lesson plans or materials accessible in the required location
- Google Classroom pages that are organized and current
- PowerSchool grades updated according to school expectations
- assignment titles and gradebook entries that students and families can understand
- assessment data reviewed and used for instructional planning
- evidence that platform data informs reteaching, spiraling, intervention, or enrichment
- observation or feedback documents reviewed and acknowledged when required
- students knowing where to find course materials and make-up work
- families having access to accurate academic progress information
- teachers seeking support when platform issues arise

Platforms should make instruction, communication, and data use clearer. If platform use creates confusion, the system or implementation process needs attention.

Section 10: Professional Learning, Collaboration, and Teacher Support

10.1 Purpose of Professional Learning

Professional learning at ALCS is designed to strengthen instructional practice, support consistent implementation of schoolwide priorities, and improve student outcomes. Professional learning should be connected to the instructional expectations in this handbook, the needs of students, classroom evidence, schoolwide data, and teacher growth goals.

Professional learning should not be isolated from daily practice. It should help teachers plan more effectively, teach with greater clarity, respond to student needs, reflect on evidence of learning, and implement schoolwide expectations with increasing consistency.

Professional learning may occur through:

- whole-staff professional development
- department or grade-level meetings
- coaching cycles
- classroom walkthrough trends
- student work analysis
- data meetings
- lesson planning or internalization sessions
- peer observation
- modeling or rehearsal
- new teacher support
- leadership feedback and follow-up

The goal is not to attend professional learning for compliance. The goal is to improve the quality of teaching and learning across classrooms.

10.2 Professional Learning Priorities

Professional learning priorities will be informed by schoolwide instructional priorities, walkthrough trends, coaching trends, CSI feedback, student work, assessment data, and implementation needs.

Topics may include:

- curriculum implementation
- lesson planning and internalization
- objective alignment
- criteria for success
- checks for understanding
- higher-order questioning
- student discourse and academic talk
- Think-Pair-Share and Habits of Discussion
- classroom culture and routines
- Tier 1 behavior response
- data-driven instruction
- culturally responsive instruction
- supporting diverse learners
- IEP, 504, and ENL implementation
- assessment and feedback
- traditional grading practices anchored in standards-aligned instruction

- progress monitoring for academically at-risk students
- use of instructional platforms
- coaching action steps and schoolwide instructional priorities

Professional learning topics should be revisited over time so that teachers have opportunities to learn, practice, implement, receive feedback, and refine their work. One-time exposure is not enough to change practice. Strong professional learning includes follow-up.

During the 2026–2027 school year, professional learning and collaboration structures will include recurring data review. Data review may include analysis of student work, exit tickets, assessments, gradebook trends, intervention evidence, NWEA, IXL, Regents-aligned tasks, or other school-approved evidence.

The purpose of recurring data review is to ensure that data analysis is not occasional or disconnected from instruction. Teachers should use data conversations to identify trends, misconceptions, students needing support, students ready for extension, reteaching priorities, intervention needs, and evidence that will show whether the instructional response worked.

When requested, teachers should come prepared with current evidence such as an assessment, student results, student work samples, their interpretation of student performance, and a planned instructional response.

10.3 Collaboration and Shared Planning

Collaboration is essential to strong implementation. Teachers are expected to participate in professional learning, department meetings, grade-level collaboration, data conversations, coaching conversations, and planning structures as assigned.

Effective collaboration should include:

- reviewing curriculum and pacing
- internalizing upcoming units or lessons
- analyzing student work
- discussing assessment results
- identifying misconceptions and unfinished learning
- planning reteaching, spiraling, or enrichment
- aligning expectations across classrooms
- sharing instructional strategies
- identifying student support needs
- planning supports for diverse learners
- preparing for upcoming assessments
- reflecting on what is working and what needs adjustment

Collaborative time should be purposeful and connected to student learning. Meetings should result in clearer instructional decisions, not only discussion.

Teachers should come prepared for collaborative work with requested materials, such as lesson plans, student work, assessment data, gradebook information, curriculum materials, pacing documents, or questions for support.

When requested for data or collaboration meetings, teachers should bring a class set of the most recent assessment, exit ticket, student work sample, or other end-of-class collected evidence. Collaborative meetings should use current student evidence to identify trends, misconceptions, reteaching needs, enrichment opportunities, and next instructional steps.

10.4 New Teacher and Mentor Support

New teachers and teachers new to ALCS should receive support in understanding the school's instructional expectations, classroom culture systems, curriculum resources, planning expectations, grading practices, instructional platforms, communication norms, and professional routines.

Support may include:

- mentor teacher guidance
- coaching conversations
- classroom visits
- planning support
- model lessons or exemplars
- feedback on lesson plans and materials
- support with classroom routines
- support with grading and platform expectations
- opportunities to observe strong practice
- support understanding the Community Culture Handbook and classroom behavior response
- guidance on family communication and documentation
- check-ins around workload, pacing, and implementation

Mentor and new teacher support should help teachers build confidence, understand schoolwide systems, and implement expectations with increasing independence.

New teacher support is coordinated by instructional leadership and may include coaching, mentor support, department support, classroom visits, planning support, feedback on lesson materials, support with classroom routines, grading/platform guidance, and follow-up conversations.

ALCS does not operate a separate formal New Teacher Academy at this time. New teacher support is provided through the school's coaching, professional learning, mentoring, and instructional support structures.

10.5 Professional Responsibilities for Instructional Implementation

All teachers are responsible for engaging with the instructional systems and supports provided by ALCS. This includes preparing for instruction, participating in professional learning, responding to feedback, collaborating with colleagues, using data, maintaining required platforms, and seeking clarification when expectations are unclear.

Professional responsibility includes:

- coming prepared for meetings and professional learning
- bringing requested materials, data, or student work
- participating respectfully in collaborative spaces
- implementing agreed-upon instructional next steps
- following through on planning, grading, assessment, and platform expectations
- communicating when support is needed
- using feedback to improve practice
- supporting shared schoolwide priorities
- maintaining professional communication with colleagues, students, and families
- contributing to a culture of shared accountability
- meeting deadlines connected to instruction, grading, data, and documentation

Professional learning and collaboration require active participation. Teachers are expected to engage in ways that support their own growth and the learning of their colleagues.

Professional expectations should be communicated clearly and supported consistently by school leaders.

10.6 Communication Protocols for Instructional Support

Clear communication helps teachers receive support early and helps leaders respond consistently. Teachers should use appropriate communication channels when they need clarification, support, or escalation.

Instructional concerns may include:

- curriculum or pacing concerns
- difficulty implementing a required instructional practice
- lesson planning questions
- assessment or grading questions
- platform issues
- student progress concerns
- repeated student work gaps
- differentiation or accommodation questions
- co-teaching or push-in support concerns
- classroom culture or Tier 1 behavior patterns
- need for coaching, modeling, or resources

Teachers should first seek support from the appropriate instructional point person, which may include an instructional coach, department leader, grade-level leader, student support staff member, or school leader depending on the concern.

When communicating a concern, teachers should be prepared to share:

- what the concern is
- what has already been tried
- what evidence shows the concern
- what support is being requested
- whether the concern is time-sensitive

- who else is already involved

Communication should be timely, professional, and solution-oriented. Concerns should not wait until a deadline has passed, a student is failing, a pattern has escalated, or implementation has broken down.

10.7 Continuous Improvement and Shared Ownership

Strong schools improve when adults learn together, reflect honestly, and follow through consistently. ALCS instructional improvement is a shared responsibility among teachers, coaches, leaders, student support staff, and other members of the school community.

Shared ownership means:

- teachers implement expectations and communicate barriers early
- coaches and leaders provide clear feedback and support
- teams use data and student work to make decisions
- professional learning connects to actual classroom practice
- leaders calibrate expectations across classrooms
- staff members contribute to a professional culture grounded in clarity, respect, and accountability

The goal of professional learning and collaboration is not to add more work for the sake of compliance. The goal is to create the adult learning conditions that allow students to experience stronger instruction, clearer expectations, and more consistent support across classrooms.

10.8 Evidence of Strong Implementation

Strong implementation of professional learning, collaboration, and teacher support may include:

- teachers prepared for professional learning and collaborative meetings
- student work, data, or lesson materials used during collaboration
- professional learning connected to schoolwide instructional priorities
- teachers implementing strategies introduced during professional learning
- coaching or leadership feedback followed by visible instructional adjustment
- new teachers receiving structured support and follow-up
- collaborative meetings resulting in clear instructional decisions
- data conversations leading to reteaching, intervention, spiraling, or enrichment
- teachers seeking clarification before implementation breaks down
- professional communication that is timely, respectful, and solution-oriented
- shared ownership of schoolwide instructional priorities

Professional learning is strongest when it changes what students experience in classrooms.

Section 11: Implementation, Accountability, and Handbook Maintenance

11.1 Purpose of Implementation and Accountability

The expectations in this handbook are intended to support strong, consistent instruction across ALCS. They are not meant to exist only as written guidance. They should be visible in planning, classroom instruction, student work, data use, professional learning, coaching conversations, and schoolwide systems.

Implementation requires shared responsibility. Teachers are responsible for understanding and applying the expectations in this handbook. Leaders, coaches, and support staff are responsible for providing clarity, support, calibration, feedback, and follow-through.

Accountability should be grounded in clarity. Staff members should know what is expected, what support is available, how implementation will be monitored, and what next steps may occur when expectations are not met.

11.2 Teacher Implementation Expectations

Teachers are expected to implement the instructional expectations described in this handbook with professionalism, consistency, and responsiveness to student needs.

This includes:

- using approved curriculum and instructional materials
- planning from standards, learning targets, criteria for success, and student evidence
- internalizing units and lessons before instruction
- preparing student-facing materials, exemplars, and assessments
- using schoolwide instructional practices, including checks for understanding, student discourse, and Think-Pair-Share
- maintaining classroom routines that protect learning
- responding to Tier 1 behaviors calmly and consistently
- supporting diverse learners through differentiation, accommodations, ENL supports, and collaboration
- using data to plan reteaching, spiraling, intervention, and enrichment
- maintaining accurate and timely gradebook information
- using required instructional platforms
- participating in coaching, feedback, collaboration, and professional learning
- communicating concerns, barriers, or support needs in a timely manner
- following through on agreed-upon instructional action steps

Teachers are not expected to implement every practice perfectly at all times. They are expected to engage honestly with the work, respond to feedback, seek support when needed, and make steady progress toward stronger implementation.

11.3 Leadership and Instructional Support Commitments

School leaders, coaches, department leaders, and instructional support staff are responsible for supporting implementation with clarity and consistency.

Leadership and instructional support commitments include:

- communicating expectations clearly
- aligning professional learning to schoolwide priorities
- providing models, tools, examples, and planning support
- calibrating walkthroughs, coaching, and feedback
- using evidence from classrooms and student work to guide support
- distinguishing coaching from evaluation when applicable
- providing timely and actionable feedback
- following up on agreed-upon next steps
- supporting teachers in addressing barriers to implementation
- communicating changes to expectations clearly and with reasonable timelines
- maintaining alignment between the handbook, appendices, platforms, and school procedures

Implementation should not rely on teachers guessing what leaders expect. Leaders should make expectations concrete, visible, and actionable.

11.4 When Expectations Are Unclear

When expectations are unclear, staff members should seek clarification before implementation breaks down. Questions should be brought to the appropriate instructional leader, coach, department leader, grade-level leader, student support staff member, or principal depending on the concern.

Questions may include:

- how to use a curriculum resource
- where to submit lesson plans or materials
- how to implement a required platform
- how to interpret a grading expectation
- how to support a student with an IEP, 504 plan, or ENL need
- how to respond to a behavior pattern
- how to prepare for a data meeting
- how to follow up after coaching feedback
- how to use an appendix tool or template

Staff should not ignore unclear expectations or create conflicting systems without seeking guidance. Leaders should respond to clarification requests in a way that supports implementation and reduces confusion.

11.5 Additional Support and Accountability

When a teacher is not yet meeting an instructional expectation, the first step should generally be clarification, support, and an opportunity to improve. Support may include feedback, coaching, modeling, co-planning, resource sharing, observation, rehearsal, professional learning, or follow-up review.

Additional support may be appropriate when there are concerns related to:

- lesson planning or preparation
- curriculum implementation
- pacing or standards alignment
- student task quality

- checks for understanding
- classroom routines
- repeated Tier 1 behavior response issues
- data use or progress monitoring
- grading or gradebook maintenance
- required platform use
- differentiation or accommodation implementation
- follow-through on coaching or leadership feedback
- professional collaboration or preparation

ALCS will use a support-first progression when instructional concerns are identified. The goal is to provide clear expectations, coaching, and reasonable opportunities for improvement before moving to formal accountability.

The general progression is:

1. **First identified concern:** feedback is provided, expectations are clarified, support is offered, and a timeline for implementation is established before follow-up.
2. **Second occurrence or continued concern:** a coaching conversation is held, additional support is provided as needed, a second implementation timeline is established, and a verbal warning may be issued.
3. **Third occurrence or continued concern:** formal documentation may be issued, and the Principal may initiate the Teacher Improvement Plan or Performance Improvement Plan process.

Formal improvement processes are owned by the Principal and implemented in alignment with Human Resources guidance, applicable Board-approved policy, and applicable collective bargaining provisions.

Coaching documentation may be used as part of the body of evidence if a formal Teacher Improvement Plan or Performance Improvement Plan becomes necessary. When coaching documentation is used for formal accountability, the process should be communicated clearly and should align with Principal direction, Human Resources guidance, applicable Board-approved policy, and applicable collective bargaining provisions.

11.6 Curriculum Concern or Implementation Support Process

If a teacher identifies a concern with curriculum materials, pacing, assessment alignment, lesson resources, or implementation feasibility, the concern should be raised through the appropriate instructional channel.

Concerns may include:

- pacing that does not match student readiness, curriculum expectations, or school assessment timelines
- curriculum materials that do not align clearly to standards
- tasks or assessments that are inaccessible without significant support
- content that is outdated, inaccurate, culturally inappropriate, or misaligned
- lack of materials needed to implement the curriculum effectively
- repeated student difficulty that suggests a need for reteaching, adjustment, or additional resources
- uncertainty about whether a teacher-created supplement or modification is appropriate

All educators are expected to use the school's adopted curriculum as the foundation for instruction. Supplemental resources may be appropriate when they strengthen student access, respond to data, support cultural relevance, provide additional practice, or extend learning. However, supplemental materials should enhance, not replace, the foundational curriculum.

Teachers should be able to explain why they are supplementing, how the materials align with standards and course expectations, and how the supplement supports the intended learning. Any significant deviation from the adopted curriculum, including replacing core materials, skipping or reordering required learning, or using alternate assessments, should be discussed through coaching, planning, or instructional leadership conversations.

A curriculum concern may rise to curriculum non-compliance when an educator repeatedly or significantly deviates from the adopted curriculum without communication, replaces foundational curriculum expectations with unapproved materials, does not provide students access to the approved instructional program, uses assessments that are not aligned to course expectations, or cannot clearly explain how supplemental materials support standards-aligned instruction.

The purpose of this process is to identify the concern, clarify the expectation, determine what support is needed, and document next steps. In many cases, the concern may be resolved through planning support, curriculum clarification, coaching, adjusted pacing guidance, resource support, or follow-up check-ins.

When concerns are repeated, unresolved, or indicate a significant departure from approved curriculum expectations, the issue may move from instructional support to formal accountability in accordance with Principal guidance, Human Resources guidance, applicable Board-approved policy, and applicable collective bargaining provisions.

Teachers should use Appendix S when they need to document a curriculum concern, request support, or respond to a concern raised by instructional leadership. Appendix S may also be used by leaders to document curriculum non-compliance concerns, support provided, corrective action required, and follow-up timelines.

11.7 Handbook Review and Revisions

This handbook is a living instructional document. It should be reviewed regularly to ensure that it remains aligned to school priorities, student needs, curriculum decisions, platform expectations, assessment requirements, grading practices, professional learning, and Board-approved policy.

Handbook updates may be needed when:

- schoolwide instructional priorities change
- curriculum or assessment systems change
- grading expectations are revised
- required platforms change
- observation, coaching, or evaluation processes change
- legal, compliance, or Board-approved policies change
- student support systems are updated
- appendices or tools are revised
- feedback from teachers or leaders identifies a need for clarification

When updates are made, staff should be informed of:

- what changed
- why the change was made
- when the change takes effect
- what staff are expected to do differently
- where to find the updated guidance or tool

The instructional leadership team is responsible for maintaining the handbook during the school year, including identifying needed updates, revising tools, and ensuring staff receive current guidance.

Handbook updates will be communicated by email. When required, staff may be asked to acknowledge receipt or review of updated handbook language, tools, or implementation expectations.

11.8 Appendices and Supporting Tools

The appendices are intended to support implementation of the handbook. They should provide the templates, checklists, protocols, visuals, references, and tools teachers need to apply the expectations in daily practice.

Appendices may include:

- instructional priorities one-pager
- Daily Lesson Snapshot
- Daily Lesson Snapshot Checklist
- unit internalization guide
- lesson internalization guide
- common board configuration reference
- criteria for success guide
- checks for understanding toolkit
- Think-Pair-Share and Habits of Discussion reference
- classroom routines template
- Tier 1 behavior response flowchart
- family communication scripts
- data meeting protocol
- coaching cycle tools
- coaching versus evaluation reference
- required assessments and assessment administration reference
- platform expectations quick guide
- professional growth, support, and formal improvement reference
- curriculum concern or implementation support form

Appendices will be updated when tools, systems, or expectations change. If an appendix is named in this handbook, the tool should either be included, linked, or clearly marked as forthcoming with an expected release timeline.

11.9 Closing Commitment

Strong instruction is a shared commitment. The expectations in this handbook are designed to help ALCS create classrooms where scholars experience clarity, challenge, belonging, academic support, and meaningful opportunities to lead.

Every adult plays a role in this work. Teachers plan and teach with care. Students engage, think, and grow. Coaches and leaders provide support, feedback, and accountability. Families partner with the school. Together, these efforts help ALCS prepare young women with the academic and leadership skills necessary to succeed in college and the career of their choosing.

This handbook should be used as a guide for that shared work. The goal is not simply compliance with written expectations. The goal is stronger classrooms, stronger adult practice, and stronger outcomes for every scholar.

Appendices: Instructional Tools and Reference Materials

The appendices provide tools, templates, protocols, visuals, and reference materials that support the instructional expectations described in this handbook. Some appendices are included directly in the handbook, while others may be linked as companion documents so they can be updated as systems are refined.

Appendix tools may be finalized, revised, or added during the school year based on instructional priorities, leadership decisions, staff feedback, student needs, and implementation data. When an appendix tool is updated or newly released, staff will be informed of the expected use, location, and implementation timeline.

The appendices should support clarity, consistency, and strong instructional practice. They are not intended to create unnecessary paperwork or compliance tasks disconnected from classroom instruction.

Linked appendix titles provide access to companion documents, templates, visuals, or tools that may live outside the main handbook document.

Appendix A: ALCS Instructional Priorities One-Pager

This one-page reference summarizes the schoolwide instructional priorities named in Section 2. It should be used during planning, coaching, walkthroughs, professional learning, and reflection.

Appendix A: ALCS Instructional Priorities One-Pager

Appendix B: ALCS Daily Lesson Snapshot

The **ALCS Daily Lesson Snapshot** is a daily planning tool designed to make the lesson's throughline visible: what students are learning, how the lesson is paced, where students will think and talk, how understanding will be checked, what evidence students will produce, and how the lesson connects to ALCS mission, values, and instructional priorities.

The Daily Lesson Snapshot should be posted daily in the purple folder located near each classroom entrance. The posted snapshot should reflect the lesson being taught that day and should be accessible to instructional leaders, coaches, observers, and support staff.

The snapshot is not meant to be a lengthy compliance document. Teachers should complete the **core lesson throughline** each day and provide deeper detail in the area connected to their selected instructional focus.

Daily required components include:

- lesson purpose, standard/skill focus, learning target, essential/framing question when applicable, and criteria for success
- key vocabulary, reference points, materials, or links when applicable
- meaningful student task
- lesson flow and intentional pacing
- pacing check
- selected instructional strategy focus
- end-of-lesson evidence
- access, support, or extension
- cultural relevance, belonging, or ALCS mission connection

Each day, teachers should select one primary instructional focus:

- Think-Pair-Share / Student Discourse
- Check for Understanding
- Higher-Order Thinking
- Student Work + Feedback
- Other approved focus

Teachers should complete the full snapshot concisely, then go deeper in the section that matches the selected focus. For example, if the focus is CFU, the planned check and response to evidence should be especially clear. If the focus is TPS, the talk prompt, structure, and accountability should be especially clear.

The snapshot should help teachers plan with clarity, pace intentionally, protect student thinking, and make instructional decisions visible without recreating a full lesson plan each day.

Appendix B: ALCS Daily Lesson Snapshot

Appendix C: Daily Lesson Snapshot Checklist

This checklist supports teachers in reviewing lesson plans before instruction. It may be used for self-checking, coaching conversations, planning meetings, peer review, or leadership feedback.

Appendix C: Daily Lesson Snapshot Checklist

Appendix D: Unit Internalization Guides

The Unit Internalization Guides support teachers in understanding the arc of a unit before teaching it. Teachers should use the guide that best matches the discipline and type of learning in the unit. The purpose is to clarify the standards, major learning goals, assessments, student misconceptions, pacing, supports, and instructional priorities before daily lesson planning begins. These guides are not intended to be completed as compliance paperwork. They are planning tools that help teachers make stronger instructional decisions throughout the unit.

Teachers are expected to internalize each unit before instruction begins. Unit Internalization Guides may be required for new curriculum implementation, priority units, coaching cycles, department planning, formal support plans, or other instructional focus areas identified by leadership. As systems are refined, ALCS may phase in more consistent submission or review expectations for unit internalization.

Appendix D1: Humanities Unit Internalization Guide

Appendix D2: STEM Unit Internalization Guide

Appendix D3: Applied, Performance, and Wellness Unit Internalization Guide

Appendix E: Lesson Internalization Guides

The Lesson Internalization Guides help teachers prepare to teach an individual lesson with clarity and purpose. Teachers should use the guide that best matches the discipline and lesson type. The purpose is to ensure that teachers understand the lesson standard, task, pacing, exemplar, misconceptions, checks for understanding, student discourse opportunities, supports, and evidence of learning before instruction begins. These guides are not daily posting tools; they are deeper planning supports that help teachers prepare for strong lesson execution.

Appendix E1: Humanities Lesson Internalization Guide

Appendix E2: STEM Lesson Internalization Guide

Appendix E3: Applied, Performance, and Wellness Lesson Internalization Guide

Appendix F: Common Board Configuration Reference

The purpose of the Common Board Configuration is to make the day's learning clear to students. It should make the learning visible and help students answer:

- What are we learning?
- Why does it matter?
- What are we doing today?
- What does successful work look like?
- How will I show what I learned?

The board should be updated daily and should match the lesson being taught.

At ALCS, the Common Board Configuration may appear as a whiteboard display, projected slide, document camera display, laminated template, portable teacher display, or other student-facing format approved by school leadership. The expectation is not that every classroom board looks identical. The expectation is that every lesson includes a clear, visible learning display that supports instruction and student understanding.

Required Daily Components	Optional Components When Helpful
Each lesson should make the following visible to students: 1. **Learning Target / Objective** What are students learning today? 2. **Criteria for Success** What steps, qualities, or evidence should successful work include? 3. **Lesson Flow** What will happen during the lesson? 4. **Student Task or Product** What will students complete, discuss, solve, write, create, or produce? 5. **Check for Understanding / Exit Evidence** How will students show what they learned?	Teachers may also include: - key vocabulary - reference points, formulas, sentence stems, or models - homework or next step - materials needed - Habits of Discussion stem or discourse move for the day - reminder connected to classroom routines or expectations

Flexible Formats

Teachers who teach in a consistent classroom may use a whiteboard or taped board setup. Teachers who transition between classrooms may use a projected slide, portable template, document camera display, or another format that makes the learning visible to students.

The display should be updated for the current lesson and should match what students are actually doing. Teachers should reference the display during the lesson to frame the learning, guide transitions, support student task focus, and close with evidence of learning.

The Common Board Configuration should be used as a tool for clarity, not as decoration or compliance.

Appendix G: Criteria for Success Guide

At ALCS, Criteria for Success are student-facing statements that clarify what students need to do, include, or demonstrate in order to complete the day's learning task successfully.

Criteria for Success are not grading levels or standards-based grading scores. They are not meant to label student work as a 5, 4, or 3. Instead, they help students understand the steps, qualities, and evidence that strong work should include.

Recommended Format

Teachers should write Criteria for Success in clear, student-facing language.

A simple structure is:

To be successful today, I will…

1. Use _____ correctly.
2. Show _____ by _____.
3. Explain or justify _____ using _____.
4. Check or revise _____ by _____.

*Teachers do not need to use all four lines every day. Most lessons should include **three clear Criteria for Success.***

What Strong Criteria for Success Should Include	What Criteria for Success Should Not Be
Strong Criteria for Success should be: • aligned to the learning target and student task • written in student-friendly language • specific enough to guide student work • simple enough for students to use during the lesson • connected to the thinking, writing, discussion, problem-solving, or performance students will complete	Criteria for Success should not be: • a copy of the standard • a long rubric • a grading scale • a list of compliance behaviors only • disconnected from the student task • so broad that students cannot use it independently

- useful for teacher feedback, peer feedback, self-checking, and revision

Examples

Math Example	ELA / Social Studies Example	Science Example	World Language Example
Learning Target: I can solve a two-step equation and explain my solution. **Criteria for Success:** To be successful today, I will… 1. Use inverse operations in the correct order. 2. Show each step clearly on my paper. 3. Check my solution by substituting it back into the original equation. 4. Explain why my solution makes the equation true.	**Learning Target**: I can use evidence from a text to support a claim. **Criteria for Success:** To be successful today, I will… 1. Write a clear claim that answers the question. 2. Choose evidence from the text that supports my claim. 3. Explain how the evidence connects to my claim. 4. Use academic language from the lesson in my response.	**Learning Target**: I can explain how evidence supports a scientific claim. **Criteria for Success:** To be successful today, I will… 1. Identify the claim being tested. 2. Use data or observations as evidence. 3. Explain how the evidence supports or challenges the claim. 4. Use science vocabulary accurately.	**Learning Target**: I can describe a person using Spanish adjectives. **Criteria for Success:** To be successful today, I will… 1. Use the correct Spanish adjective. 2. Match the adjective to the noun in gender and number. 3. Speak or write in a complete phrase or sentence. 4. Check pronunciation or spelling using the class reference.

Classroom Use

Teachers should reference the Criteria for Success during the lesson, not only post them. Criteria for Success may be used to introduce the task, guide student work time, support Think-Pair-Share, check for understanding, give feedback, help students revise, and close the lesson with evidence of learning.

The goal is for students to understand the work well enough to speak about what they are doing, why they are doing it, and how they know whether their work is successful.

Appendix H: Checks for Understanding Toolkit

Checks for Understanding, or CFUs, are intentional moments when teachers gather evidence of student understanding before, during, or after instruction. CFUs help teachers determine whether students are on track, what misconceptions are present, and what instructional move is needed next.

At ALCS, CFUs should support the schoolwide priorities of objective-aligned instruction, cognitive lift, student discourse, responsive teaching, and stronger evidence of learning.

Purpose of CFUs

CFUs should help teachers answer:

- Are students understanding the learning target?
- Are students using the criteria for success?
- What misconceptions or errors are showing up?
- Which students need reteaching, scaffolding, or additional practice?
- Which students are ready for extension?
- What should I adjust before moving forward?

CFUs should not be used only at the end of class. Teachers should plan checks throughout the lesson so they can respond while learning is still happening.

Types of CFUs

Teachers should use a variety of CFU types based on the lesson goal and the kind of evidence needed.

Verbal CFUs Students explain, discuss, respond, defend, summarize, or clarify their thinking aloud. Examples include: • Think-Pair-Share • Whip Around • Four Corners • Turn and Talk with teacher monitoring • Partner explanation • Student conference • Oral summary • Response cards with follow-up explanation	**Written CFUs** Students write, solve, annotate, explain, summarize, or reflect in a way that gives the teacher evidence of understanding. Examples include: • Stop and Jot • Quick Write • Exit Ticket • One-Minute Note • One-Minute Problem • 3-2-1 Reflection • Error Analysis • Short constructed response • Whiteboard response • Sentence frame completion	**Demonstration CFUs** Students show understanding by creating, modeling, sorting, matching, representing, performing, or applying a skill. Examples include: • Card sort • Concept map • Gallery walk • Modeling • Teach the class • Peer problem sharing • Analyze the mistake • Visual representation • Manipulatives or model-based explanation

What Makes a CFU Strong

A strong CFU should:

- align to the learning target
- connect to the criteria for success
- gather evidence from all or most students
- require students to show thinking, not only give a one-word answer
- reveal misconceptions or partial understanding
- be quick enough to use during instruction
- help the teacher decide what to do next

A CFU is strongest when the teacher can use the evidence immediately to adjust instruction, reteach, clarify, extend, group students, or plan the next lesson.

CFU Planning Questions

When planning a CFU, teachers should ask:

1. What do I need to know about student understanding at this point in the lesson?
2. What student response will give me that evidence?
3. How will students show their thinking?
4. How will I quickly review or listen for the evidence?
5. What will I do if students are not yet understanding?
6. What will I do if students are ready to move forward?

CFUs and Student Voice

Because ALCS is strengthening student discourse and academic ownership, CFUs should create opportunities for students to speak, write, explain, justify, and revise their thinking.

Whenever appropriate, teachers should ask students to explain:

- how they got their answer
- what evidence supports their thinking
- which criterion for success they used
- where they got stuck
- what they revised
- what a peer helped them understand

The goal is not only for the teacher to know whether students understand. The goal is also for students to become more aware of their own learning and more able to speak about their work.

CFU Strategy Resources

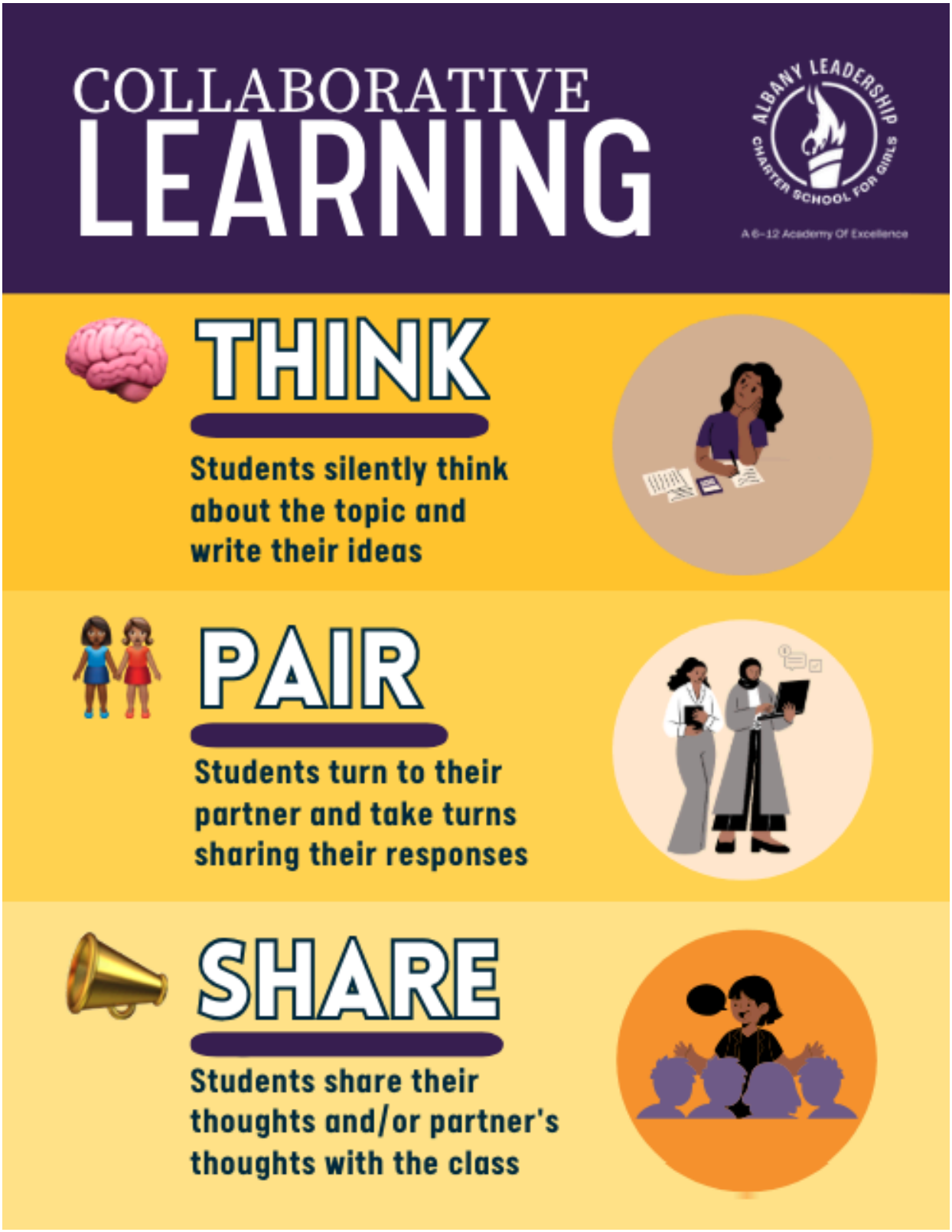
Teachers may use the following resources to select CFU strategies:

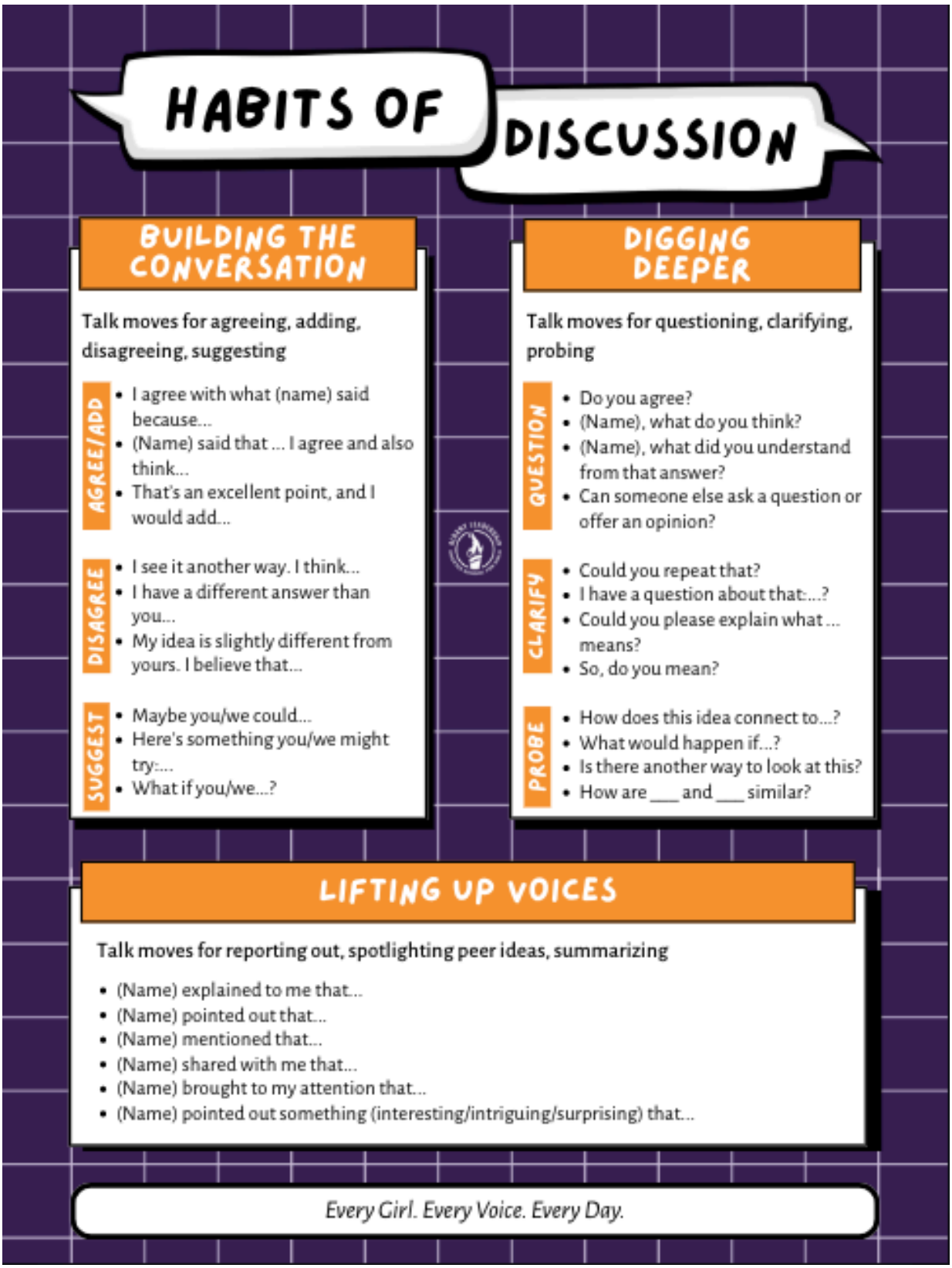
- **The Teacher Toolkit: Checks for Understanding**
- **Model Teaching: Checking for Understanding Strategy Guide**

These resources provide examples of verbal, written, and demonstration-based strategies. Teachers should choose strategies that match the learning target, criteria for success, student task, and type of evidence

needed. **The strategy itself is less important than the quality of the evidence it produces. A strong CFU helps the teacher see student thinking and respond instructionally.**

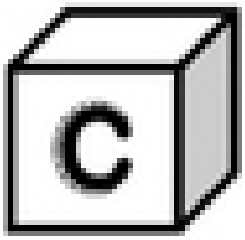
Appendix I: Think-Pair-Share, Habits of Discussion and Annotation Strategies



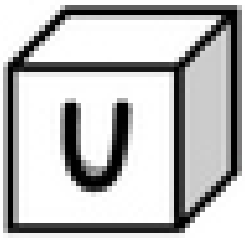

HABITS OF DISCUSSION
BUILDING THE CONVERSATION
Talk moves for agreeing, adding, disagreeing, suggesting
AGREE/ADD
I agree with what (name) said because...
(Name) said that ... I agree and also think...
That's an excellent point, and I would add...
DISAGREE
I see it another way. I think...
I have a different answer than you...
My idea is slightly different from yours. I believe that...
SUGGEST
Maybe you/we could...
Here's something you/we might try:...
What if you/we...?
DIGGING DEEPER
Talk moves for questioning, clarifying, probing
QUESTION
Do you agree?
(Name), what do you think?
(Name), what did you understand from that answer?
Can someone else ask a question or offer an opinion?
CLARIFY
Could you repeat that?
I have a question about that:...?
Could you please explain what ... means?
So, do you mean?
PROBE
How does this idea connect to...?
What would happen if...?
Is there another way to look at this?
How are ___ and ___ similar?
LIFTING UP VOICES
Talk moves for reporting out, spotlighting peer ideas, summarizing
(Name) explained to me that...
(Name) pointed out that...
(Name) mentioned that...
(Name) shared with me that...
(Name) brought to my attention that...
(Name) pointed out something (interesting/intriguing/surprising) that...
Every Girl. Every Voice. Every Day.

CUBES

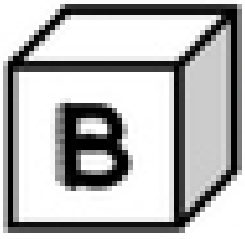
A problem solving strategy



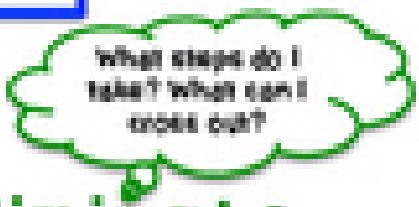
Circle key numbers and units

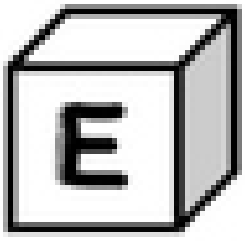


Underline the question

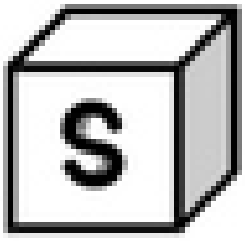


Box math "action" words





Evaluate and eliminate



Show your work and check

Readers Annotate Within & Across Sources

Circle important words.
Add a synonym or 2-3 word explanation in the margin.

! * Mark new and/or big ideas.
Summarize the idea in 2-3 words within the margin.

Draw arrows to show related ideas.
Label the connection in 2-3 words noted in the margin.

Number
1. steps
2. lists
3. details

Note in 2-3 words what all the numbers represent.

LOL Mark humorous ideas.

? Jot questions and confusions in the margin.

+ Identify additional information learned about a previously-mentioned idea.

↔ Mark ideas/opinions that contradict what was previously read or learned.
Summarize the alternative viewpoint within the margin.

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MARK IT UP!

1 2 3	Number each paragraph
———	Underline or highlight the main ideas
★	Important details
⬭	Circle unfamiliar words
✓	Parts you understand
?	Parts you find confusing
!	Parts you find interesting or surprising
+	Agree
−	Disagree
TS TT TW	Connect: Self/Text/World

Talk back to the text in the margins:

- Write quick summaries.
- Jot down your thoughts about the text.

Source: http://www.missscreaigh.com/close-reading.html

Appendix J: Classroom Routines Template

Appendix J - Classroom Routines & Tier 1 Behavior Support Plan Template

Appendix K: Tier 1 Behavior Response Flowchart

The Tier 1 Behavior Response Flowchart provides teachers with a shared process for responding to low-level behaviors before escalation. The purpose is to support consistency, preserve learning time, maintain scholar dignity, and ensure that classroom-managed behaviors are addressed before SST or administrative response is requested.

ALCS Tier 1 Classroom Response Flow.pdf

This flowchart serves as the launch version for 2026–2027 Tier 1 classroom response. It will be reviewed and updated once ALCS finalizes the revised discipline matrix, behavior documentation system, PowerSchool Behavior Support decision, merit/demerit process, and any additional SST referral procedures. Until updated guidance is issued, teachers should use classroom-managed Tier 1 responses, document repeated patterns, contact families when appropriate, and seek SST or leadership support when behavior becomes repeated, escalating, unsafe, Tier 2, or beyond classroom-managed response.

Appendix L: Family Communication Scripts

Forthcoming companion tool.

This appendix will include sample scripts and message frames for family communication related to academic concerns, missing work, behavior patterns, progress updates, positive outreach, and support planning.

Family communication should be professional, respectful, factual, timely, and solution-oriented. Teachers should continue to follow schoolwide communication expectations and use approved school communication systems while this companion tool is being finalized.

Appendix M: Data Meeting Protocol

Purpose

The Data Meeting Protocol helps teachers and instructional leaders move from reviewing student evidence to identifying instructional next steps. Data meetings should not be limited to reporting scores. They should help teachers understand what students know, what they do not yet understand, and what instructional response is needed.

This protocol may be used during department meetings, grade-level meetings, coaching conversations, professional learning, data days, common planning when available, or other leadership-designated collaboration structures.

Evidence Teachers Should Bring

When requested for a data meeting, teachers should bring current student evidence. This may include:

- a class set of the most recent assessment;
- exit tickets or end-of-class evidence;
- student work samples;
- intervention notes;
- IXL or NWEA data when applicable;
- gradebook evidence;
- item analysis;
- teacher notes about trends, misconceptions, or student needs;
- a proposed reteaching, intervention, or extension response.

Teachers should be prepared to discuss both the data and the instructional decision that should follow from the data.

Data Meeting Steps

Step	Guiding Questions
1. Name the standard, skill, or learning target.	What were students expected to know or do? What standard, skill, or course expectation does this connect to?
2. Review the evidence.	What student work, assessment results, exit tickets, or other evidence are we reviewing? What does the evidence show?
3. Identify trends.	What did most students understand? What errors or misconceptions were most common? Which students need immediate support?
4. Identify students needing support or extension.	Which students need reteaching, small-group support, intervention, or accommodations? Which students are ready for enrichment or extension?
5. Determine the instructional response.	What will the teacher do next? Will this require reteaching, spiraling, small groups, conferencing, practice, revision, reassessment, or family contact?
6. Set a follow-up timeline.	When will the instructional response happen? When will the teacher collect evidence again?
7. Identify evidence of impact.	What will show that the response worked? What will we review next time?

Required Outcome

Each data meeting should result in at least one clear instructional next step. Examples include:

- reteach a priority skill;
- spiral a misconception into upcoming Do Nows;
- adjust the next lesson;
- form a temporary small group;

- provide targeted Flex support;
- assign IXL or other targeted practice;
- create an intervention plan;
- provide extension for students who already demonstrated mastery;
- contact families about academic concerns;
- plan reassessment or revision after reteaching.

Follow-Up

After a data meeting, teachers should implement the agreed-upon instructional response and collect evidence to determine whether the response worked. Follow-up evidence may include exit tickets, revised work, reassessment results, student conferences, intervention notes, gradebook updates, or other student work.

The goal of data meetings is not to complete a protocol. The goal is to improve instruction and student learning.

Appendix N: Instructional Monitoring and Coaching Tools

Purpose

The ALCS instructional monitoring and coaching tools support a coherent pathway from planning expectations to classroom implementation, feedback, support, and follow-through.

The system includes three tools:

1. Daily Lesson Snapshot Check
2. Instructional Walkthrough Evidence Form
3. Coaching Cycle Record

The tools are connected, but they are not interchangeable. Each should be used only for its intended purpose.

A. Daily Lesson Snapshot Check — Required Components

The Daily Lesson Snapshot Check should include:

- teacher;
- date;
- course or classroom;
- snapshot available: yes or no;
- status:
    - available and sufficiently complete;
    - available but clarification or revision needed;
    - missing;
- brief evidence or note;
- support or clarification provided;
- follow-up required: yes or no;
- expected correction or follow-up date; and
- Rule of 3 status, when applicable.

The tool should remain brief and should not be used to score instructional implementation.

B. Instructional Walkthrough Evidence Form — Required Components

The Instructional Walkthrough Evidence Form should include:

- observer;
- teacher;
- course or subject;
- date and time;
- approximate length of visit;
- lesson phase observed;
- purpose of visit;
- primary instructional lens;
- optional secondary or teacher-specific lens;
- observable teacher evidence;
- observable student evidence;
- relevant student quote, work sample, response, or task evidence;
- evidence level;
- bright spot;
- highest-leverage next step or reflection question;
- follow-up type;
- follow-up date or window; and
- schoolwide trend note, when appropriate.

Walkthrough evidence levels should include:

- Clear evidence
- Partial or inconsistent evidence
- Not yet evident
- Not enough evidence during this visit
- Not applicable to the observed lesson phase

C. Coaching Cycle Record — Required Components

The Coaching Cycle Record should include:

- coach and teacher;
- course or subject;
- session date;
- coaching-cycle status;
- source of the coaching focus;
- evidence reviewed;
- primary instructional priority;
- specific problem of practice or student-learning need;
- baseline student evidence;
- teacher action;
- expected student evidence;

- coach support;
- teacher and coach due dates;
- follow-up observation or evidence-review date;
- implementation evidence;
- teacher reflection;
- current implementation status; and
- cycle decision:
    - continue;
    - adjust;
    - add support;
    - sustain or close;
    - begin a new focus.

Coaching Cycle Components

A coaching cycle may include:

1. **Focus Identification**
   The teacher and coach identify a clear instructional focus connected to student learning, schoolwide priorities, walkthrough evidence, coaching trends, or teacher goals.
2. **Evidence Review**
   The coach and teacher review relevant evidence such as lesson materials, student work, exit tickets, classroom observation notes, assessment data, gradebook evidence, or student engagement patterns.
3. **Strategy Selection**
   The teacher and coach identify one high-leverage strategy to implement. The strategy should be narrow enough to practice and observe.
4. **Planning or Rehearsal**
   The teacher may receive support with lesson planning, scripting, questioning, modeling, student task design, classroom routines, checks for understanding, or feedback language.
5. **Implementation**
   The teacher implements the agreed-upon strategy during instruction.
6. **Observation or Evidence Collection**
   The coach may observe the strategy in action, collect evidence, review student work, or examine implementation artifacts.
7. **Debrief and Reflection**
   The teacher and coach reflect on what happened, what students did, what evidence showed, and what should happen next.
8. **Action Step and Follow-Up**
   The cycle should result in a clear next step, timeline, and evidence that will show whether implementation improved.

Coaching Evidence May Include

- lesson snapshots or lesson materials;
- classroom observation notes;
- student work;
- exit tickets or checks for understanding;
- assessment results;

- student discourse evidence;
- gradebook trends;
- classroom routine evidence;
- teacher reflection;
- coaching notes;
- follow-up action steps.

Coaching Follow-Through

Coaching should lead to visible implementation. When a coaching conversation results in an action step, the teacher and coach should clarify:

- what will be implemented;
- where it will happen;
- when it will happen;
- what support is needed;
- what evidence will show that implementation occurred;
- when follow-up will happen.

Coaching documentation may be maintained to support professional learning, continuity, and follow-up. When coaching documentation is used as part of formal improvement planning, the process should be clearly communicated and aligned with Principal direction, Human Resources guidance, applicable Board-approved policy, and applicable collective bargaining provisions.

REAL TIME COACHING NONVERBAL CUES CHEAT SHEET

A 6–12 Academy Of Excellence

A 6–12 Academy Of Excellence

MOVE ON

Waving hand forward

- Instructional time is wasted due to too much teacher talk
- Students are showing understanding directions and are ready to start their next task/activity
- Be sure to provide explicit what to do directions before moving on

WRAP IT UP & COUNTDOWN

One pointer finger up moving in a circle

- Too much time and/or an untimed task/activity is leading to off task behavior(s) or students have simply completed it
- Be sure to provide a verbal countdown and wait for 100% upon wrapping up

CLASS RESET

Two pointer fingers up moving in a circle

- Multiple students are off task and distracting others
- Give a verbal reset with countdown to class with your strong voice and wait for 100%
- Be sure to provide explicit what to do directions

STUDENT DISCOURSE

Opening and closing one hand

- Empower students to work together to increase their understanding and/or clear up misconception(s) with planned/unplanned student discourse
- Be sure to provide explicit what to do directions with a timer and actively monitor

CIRCULATE & PROXIMITY

Flat hand moving in a circle on closed hand

- Circulate to provide written/verbal feedback and analyze understanding/mastery
- Use nonverbal proximity with student(s) that may be off task and a point or tap on their work if needed

CHECK FOR UNDERSTANDING

Pointing at brain

- Ensure students are working towards mastery during the lesson
- Use a formative CFU technique to assess mastery and then respond accordingly

RAISE VOICE

Flat hand moving up

- Shift your tone and body language while using your strong voice to increase the likelihood that students will react positively and productively to what you ask of them

LOWER VOICE

Flat hand moving down

- Shift your tone and body language while lowering your voice to increase the likelihood that students will react positively and productively to what you ask of them

CLARIFY OR REPEAT

Flat hand moving into other open hand

- Repeat and write directions if there is evidence that directions may not be clear: Students not following through, task done incorrectly, and/or confusion is evident
- Ensure to provide a countdown and wait for 100% before clarifying/repeating

LEAST INVASIVE

- NONVERBAL CUES
- WHITE BOARD NOTES
- DICRETE POST-ITS
- WHISPER CORRECTIONS
- STUDENT FACING INTERJECTIONS

MOST INVASIVE

- REQUEST TO INTERJECT
- REPEAT QUESTIONS/CONCEPTS
- COOPERATIVE TEACHING
- REQUEST TO TAKE THE LEAD
- RESET CLASS WITH A TEACHER HAND OFF

Appendix O: Coaching vs. Evaluation Reference

Purpose

This reference clarifies the difference between coaching and formal evaluation at ALCS. Both coaching and evaluation support strong instruction, but they serve different purposes and follow different processes.

The Daily Lesson Snapshot Check, Instructional Walkthrough Evidence Form, Coaching Cycle Record, and formal evaluation documents may be maintained within a shared documentation system. Their shared location does not make them the same process. The purpose, communication, access, evidence expectations, and follow-up associated with each tool must remain clear. Coaching documentation should not be treated as formal evaluation evidence unless the teacher has been explicitly informed that it is being used within an approved evaluation or formal support process.

Area	Coaching	Formal Evaluation
Primary Purpose	Support teacher growth, reflection, planning, implementation, and instructional improvement	Assess teacher performance according to the approved evaluation framework and school procedures
Tone	Developmental, reflective, supportive, and action-oriented	Formal, documented, and aligned to evaluation requirements
Led By	Instructional coach, instructional leader, department lead, or other designated support person	Designated members of the instructional leadership team
Documentation	Coaching notes, action steps, planning notes, reflection, student work, observation evidence, or follow-up notes	Formal observation records, pre-observation forms, post-observation feedback, evaluation documentation, signatures, and required evidence
Platform	May be documented through coaching tools, shared notes, eDoctrina when appropriate, or other leadership-approved systems	Documented in eDoctrina as the official evaluation documentation platform
Framework	Connected to schoolwide priorities, teacher goals, student evidence, and instructional needs	Aligned to the Danielson Framework for Teaching and approved school evaluation procedures
Outcome	Clear next step, support plan, implementation focus, or follow-up action	Formal feedback, rating/evidence when applicable, required conferences, and evaluation record
Use in Formal Accountability	Coaching documentation may become part of formal improvement documentation when appropriate and clearly communicated	Formal evaluation documentation may be used in accordance with school procedures, Human Resources guidance, Board-approved policy, and applicable collective bargaining provisions

Important Clarification

Coaching is not a substitute for formal evaluation, and formal evaluation is not a substitute for coaching. Coaching should help teachers improve practice through support, feedback, modeling, rehearsal, planning, and reflection. Evaluation should follow the approved school process, rubric, timelines, documentation expectations, and applicable collective bargaining provisions.

When a concern moves from coaching support into formal accountability, the transition should be communicated clearly and should follow Principal direction, Human Resources guidance, applicable Board-approved policy, and applicable collective bargaining provisions.

Appendix P: Required Assessments and Assessment Administration Reference

Purpose

Appendix P identifies the assessments and assessment-related evidence that support instruction, intervention, progress monitoring, grading, and schoolwide data review at ALCS.

Assessment at ALCS is not limited to formal tests. Teachers are expected to gather evidence of student understanding regularly, use that evidence to adjust instruction, and participate in schoolwide data routines that support stronger outcomes for scholars.

Assessments should help teachers and leaders answer four essential questions:

1. What do students understand?
2. What misconceptions or gaps are present?
3. What instructional response is needed?
4. How will we know whether the response worked?

Assessment Expectations

Teachers are expected to:

- administer required assessments according to the school assessment calendar and applicable state testing requirements; *Assessment Calendar Links: High School; Middle School*
- use daily formative evidence to monitor student understanding;
- review assessment results to identify trends, misconceptions, reteaching needs, and intervention priorities;
- maintain accurate gradebook records in PowerSchool;
- bring requested student evidence to data meetings, coaching conversations, and collaboration meetings;
- provide accommodations and testing supports according to IEP, 504, ENL, and other applicable student support plans;
- protect assessment integrity and follow all school testing procedures;
- communicate academic concerns to students and families before students reach a crisis point.

Assessment data should be used to support instruction, not simply to document performance after learning has already occurred.

Required and Commonly Used Assessment Evidence

Assessment / Evidence Type	Who It Applies To	Purpose	Teacher Responsibilities	Evidence of Use
Daily Formative Assessment	All courses	Monitor student understanding during instruction	Use Do Nows, checks for understanding, questioning, conferencing, classwork, writing, discussion, exit tickets, or other evidence to determine what students understand and what they need next	Lesson adjustments, reteaching, small groups, feedback, exit-ticket review, student work analysis
Exit Tickets / End-of-Class Evidence	All courses	Determine whether students met the daily learning target	Check or grade exit tickets consistently; use results to identify misconceptions, reteaching needs, and next steps	At least three graded exit-ticket or classwork-based evidence entries per week when applicable
Classroom Assessments	All courses	Measure student progress toward unit, course, and standards-aligned outcomes	Administer quizzes, tests, writing tasks, performance tasks, projects, labs, presentations, or other course assessments aligned to instruction	PowerSchool entries, student work samples, feedback, reassessment or reteaching plans
NWEA	All grades, as scheduled	Measure growth and support instructional planning, intervention, grouping, and progress monitoring	Administer during schoolwide windows; review results; use data to support planning, intervention, and student support conversations	BOY/MOY/EOY results, data meeting notes, intervention plans, grouping decisions
IXL	Required where assigned by course or program	Support diagnostics, practice, intervention, skill reinforcement, and progress monitoring	Use IXL according to course-specific expectations; review student progress; connect usage to instructional needs rather than isolated completion	Skill plans, diagnostic data, usage reports, intervention notes, progress monitoring

Regents-Aligned Assessments	Regents-bearing courses	Prepare students for New York State Regents expectations and monitor readiness	Use Regents-style questions, tasks, writing, labs, problem sets, or practice assessments where applicable	Student work, item analysis, reteaching plans, assessment results, Regents preparation evidence
New York State Assessments	Tested grade levels and courses	Meet state testing requirements and provide schoolwide achievement data	Follow school testing procedures; provide required accommodations; support students in demonstrating learning	State assessment results, participation records, data review, instructional response
NYSESLAT	Students identified as English Language Learners	Measure English language proficiency and progress	Follow ENL/testing guidance; provide appropriate supports; review results with ENL staff when available	NYSESLAT results, ENL progress data, language-support planning
Internal Assessments / Benchmarks	Courses or grade levels as assigned	Monitor progress toward course, grade-level, or schoolwide goals	Administer required internal assessments when assigned; analyze results; identify reteaching, intervention, and enrichment needs	Data meeting evidence, instructional response plans, student grouping, progress monitoring
Student Work Samples / Portfolio Evidence	Courses as implemented	Demonstrate student growth over time and support conferences, interventions, observations, and data review	Maintain selected student work when required; include feedback, rubrics, assessment evidence, projects, or student reflections as directed	Work samples, portfolios, conference evidence, instructional planning records

Daily Evidence and Formative Assessment

Teachers should collect and respond to daily evidence of learning. This may include:

- Do Nows
- exit tickets
- checks for understanding
- student writing
- student discussion
- conferences
- guided practice
- independent practice

- lab work
- problem-solving tasks
- annotations
- performance tasks
- quick quizzes
- student reflections

Not every piece of evidence must become a PowerSchool grade. Teachers should distinguish between:

- evidence that is reviewed instructionally;
- work that receives feedback;
- work that becomes an official gradebook entry.

The goal is to ensure that teachers know what students understand and respond instructionally before gaps become larger.

NWEA

NWEA is administered to all grades three times per year:

- beginning of year;
- middle of year;
- end of year.

NWEA data should be used to support:

- student grouping;
- intervention planning;
- progress monitoring;
- data meetings;
- instructional planning;
- student goal-setting when appropriate;
- conversations about growth over time.

Teachers are expected to review NWEA results and use them alongside classroom evidence. NWEA should not replace teacher judgment, daily formative assessment, or course-specific evidence.

IXL

IXL is a required instructional platform for the 2026–2027 school year. Its use may vary by course, grade level, and instructional purpose.

IXL may be used for:

- diagnostics;
- skill practice;
- intervention;
- progress monitoring;
- standards-based reinforcement;

- Math Foundations;
- Writing Foundations;
- Topics courses;
- Regents support;
- targeted practice connected to NWEA or classroom data.

IXL should support instruction; it should not replace direct teaching, curriculum-based tasks, teacher feedback, or meaningful student work.

Course-specific IXL expectations will be communicated through instructional leadership, professional learning, or department/course guidance.

Regents and State Assessments

Teachers of Regents-bearing courses are expected to plan instruction that prepares students for both course expectations and applicable Regents assessment expectations.

Regents preparation should include:

- standards-aligned instruction;
- Regents-style tasks and questions;
- writing or constructed response practice when applicable;
- vocabulary and content review;
- item analysis;
- reteaching based on student performance;
- practice with assessment language and formats;
- support during Flex or other designated academic support times when appropriate.

Teachers should not wait until the end of the year to prepare students for Regents expectations. Regents-aligned thinking, writing, problem-solving, and assessment language should be built into instruction throughout the course.

State assessments should be administered according to school procedures, state guidance, and the official assessment calendar.

Assessment Administration

When administering required assessments, teachers are expected to:

- follow school testing procedures;
- protect assessment materials and testing integrity;
- provide required accommodations;
- follow timing, grouping, and proctoring expectations;
- report concerns or irregularities promptly;
- support a calm, organized testing environment;
- ensure students understand the purpose and expectations of the assessment.

Assessment administration should reflect professionalism, accuracy, and care.

Accommodations and Supports

Students with IEPs, 504 plans, ENL needs, or other documented supports must receive required accommodations during assessments.

Teachers are responsible for knowing which accommodations apply to the students they teach and for collaborating with the appropriate special education, ENL, counseling, student support, or leadership staff when clarification is needed.

Assessment accommodations may include, but are not limited to:

- extended time;
- separate location;
- small group testing;
- language supports;
- directions read or clarified according to the plan;
- assistive technology;
- testing environment adjustments;
- other supports required by the student's plan.

Accommodations provide access to the assessment. They should not lower expectations or change the learning standard unless specifically required by the student's plan or applicable guidance.

Data Review and Instructional Response

Assessment data should lead to action. After reviewing assessment evidence, teachers should identify:

- which students met the learning target or standard;
- which students need reteaching;
- which misconceptions were most common;
- which students need intervention or small-group support;
- which students are ready for extension;
- what instructional move should happen next;
- what evidence will show whether the response worked.

When requested for data meetings, coaching conversations, collaboration meetings, or instructional review, teachers should bring current evidence such as:

- a class set of the most recent assessment;
- exit tickets or end-of-class evidence;
- student work samples;
- intervention notes;
- gradebook evidence;
- item analysis;
- teacher analysis of student performance;
- planned instructional response.

Student Work Samples and Portfolio Evidence

ALCS may phase in a student work sample or portfolio system during the 2026–2027 school year.

If implemented, the system may include selected student work samples, assessment evidence, teacher feedback, rubrics, student reflection, and student-selected evidence of growth.

Portfolio or work-sample evidence may be used to support:

- student conferences;
- family conferences;
- intervention planning;
- coaching conversations;
- classroom observations;
- data review;
- student reflection;
- evidence of growth over time.

Final portfolio and work-sample procedures will be communicated once leadership confirms the required structure, cadence, and implementation expectations.

Closing Expectation

Assessment at ALCS should support learning, not simply measure it. Teachers are expected to use assessment evidence to make timely instructional decisions, communicate clearly with students and families, and support every scholar's growth toward grade-level and course-level expectations.

Appendix Q: Instructional Platform Expectations Quick Guide

Platform / System	Primary Purpose	Teacher Responsibilities	Evidence of Use
eDoctrina	Planning support, feedback, coaching, observation, and evaluation documentation	Review and acknowledge required feedback/evaluation items; upload planning materials when requested for formal observations, coaching cycles, classroom visits, planning feedback, or support/accountability processes	Acknowledged feedback/evaluation documentation; requested planning materials when applicable; coaching, observation, or professional growth documentation
Google Classroom	Course materials, assignments, resources, student access	Post and organize required materials, assignments, resources, and make-up work according to school expectations	Updated course page, clear assignments/resources, accessible student materials
PowerSchool	Official gradebook and student information system	Maintain accurate and timely grades; label assignments clearly; monitor missing work and academic progress	Updated gradebook, clear assignment labels, progress information

NWEA	Benchmark/progress data, if required	Review data, identify needs, use results to inform grouping, intervention, and planning	Data review notes, intervention plans, student grouping, progress monitoring
IXL / approved practice platform	Practice, diagnostic, skill data, or intervention support when required	Assign or review platform work according to course expectations; use data to inform support	Usage reports, skill progress, intervention notes
Curriculum platforms	Access to curriculum resources, assessments, texts, tasks, or digital materials	Use adopted materials; assign student-facing resources when appropriate	Lesson materials, assignments, assessment data, student work

Appendix R: Professional Growth, Support, and Formal Improvement Reference

Purpose

Appendix R explains how ALCS supports professional growth, responds when instructional concerns arise, and connects support to formal improvement processes when needed.

The goal of professional support is to strengthen teacher practice, improve student learning, and provide clear, actionable feedback. Formal improvement processes should not be the first response to an instructional concern unless the concern is serious, repeated, unresolved, or requires immediate administrative action.

Professional Growth Supports

Professional growth at ALCS may include:

- instructional coaching;
- professional learning;
- lesson planning support;
- curriculum internalization support;
- classroom walkthrough feedback;
- modeling;
- rehearsal or practice;
- peer collaboration;
- department or grade-level collaboration;
- data meetings;
- student work analysis;
- support with classroom routines and culture;
- support with grading, assessment, or platform use;
- reflection and goal-setting.

Teachers are expected to participate professionally in growth opportunities, implement agreed-upon next steps, and seek clarification when expectations are unclear.

Beginning-of-Year Goal-Setting and Reflection

Teachers will complete a beginning-of-year professional goal or self-reflection as part of the evaluation and growth process. Goal-setting may occur through individual meetings, written reflection, coaching conversations, or another leadership-approved process.

The purpose of goal-setting is to help teachers identify an instructional focus, connect growth goals to schoolwide priorities, and reflect on progress over time.

Support-First Progression

ALCS will use a support-first progression when instructional concerns are identified. The purpose is to provide clear expectations, coaching, and reasonable opportunities for improvement before moving into formal accountability.

The general progression is:

1. **First identified concern**
   Feedback is provided, expectations are clarified, support is offered, and a timeline for implementation is established before follow-up.
2. **Second occurrence or continued concern**
   A coaching conversation is held, additional support is provided as needed, a second implementation timeline is established, and a verbal warning may be issued when appropriate.
3. **Third occurrence or continued concern**
   Formal documentation may be issued, and the Principal may initiate the Teacher Improvement Plan or Performance Improvement Plan process.

This progression may be adjusted when a concern is serious, urgent, safety-related, compliance-related, or otherwise requires immediate administrative or Human Resources involvement.

Rule of 3

The Rule of 3 is intended to ensure that teachers receive clear feedback, support, and opportunities to improve before a concern moves into formal accountability.

Stage	Response	Purpose
First concern	Feedback, clarification, support, and implementation timeline	Make the expectation clear and support correction
Second concern	Follow-up conversation, additional support, second timeline, and possible verbal warning	Confirm whether the concern is improving and provide targeted support
Third concern	Formal documentation and possible start of TIP/PIP process	Move unresolved concerns into formal accountability when needed

Formal Improvement Processes

Formal improvement processes are owned by the Principal and implemented in alignment with Human Resources guidance, applicable Board-approved policy, and applicable collective bargaining provisions.

Formal improvement may include:

- written documentation of the concern;

- a formal Teacher Improvement Plan or Performance Improvement Plan;
- identified target areas for improvement;
- required action steps;
- support to be provided;
- implementation timelines;
- follow-up meetings;
- evidence of progress;
- documentation of whether the concern has improved, remained unresolved, or escalated.

Coaching Documentation and Formal Improvement

Coaching documentation may be used as part of the body of evidence if a formal Teacher Improvement Plan or Performance Improvement Plan becomes necessary.

When coaching documentation is used for formal accountability, the process should be communicated clearly and should align with Principal direction, Human Resources guidance, applicable Board-approved policy, and applicable collective bargaining provisions.

Teacher Responsibilities During Support or Improvement

When a teacher is receiving targeted support or formal improvement support, the teacher is expected to:

- participate in meetings and coaching conversations;
- review feedback and ask clarifying questions;
- implement agreed-upon next steps;
- provide requested evidence of implementation;
- meet communicated timelines;
- maintain required planning, grading, classroom, and platform expectations;
- communicate barriers promptly;
- engage professionally in the support process.

Leadership Responsibilities During Support or Improvement

Instructional leaders and/or the Principal should:

- clearly identify the concern;
- explain the expectation;
- provide actionable feedback;
- identify support available;
- establish timelines for implementation and follow-up;
- review evidence of progress;
- document next steps when needed;
- distinguish between coaching support and formal accountability;
- follow applicable school procedures, Human Resources guidance, Board-approved policy, and collective bargaining provisions.

Closing Expectation

Professional growth requires clarity, support, implementation, and follow-through. ALCS is committed to providing teachers with meaningful support while also maintaining high expectations for instructional quality, professional responsibility, and student learning.

Appendix S: Curriculum Concern or Implementation Support Reference

Purpose

This appendix explains how curriculum concerns, implementation concerns, planning concerns, or significant curriculum deviations should be raised, discussed, supported, and documented when needed.

This appendix is not a standalone form. If a formal documentation tool is created later, it may be linked or added as a companion resource.

When This Reference Should Be Used

This reference may be used when there are concerns related to:

- curriculum implementation;
- pacing;
- use of adopted curriculum;
- significant supplementation or replacement of core materials;
- assessment alignment;
- lesson resources;
- planning materials;
- implementation feasibility;
- access to rigorous, standards-aligned instruction;
- repeated student difficulty suggesting a need for reteaching or adjustment.

Support-First Response

Most curriculum concerns should first be addressed through clarification, coaching, planning support, curriculum internalization, pacing guidance, resource support, or follow-up check-ins.

The goal is to protect curriculum coherence while responding honestly to student needs.

When a Concern May Rise to Non-Compliance

A curriculum concern may rise to curriculum non-compliance when an educator repeatedly or significantly deviates from the adopted curriculum without communication, replaces foundational curriculum expectations with unapproved materials, does not provide students access to the approved instructional program, uses assessments that are not aligned to course expectations, or cannot clearly explain how supplemental materials support standards-aligned instruction.

Documentation May Include

When documentation is needed, leaders may document:

- the concern;
- the adopted curriculum expectation;
- evidence reviewed;
- teacher explanation or context;
- support provided;
- required next steps;
- implementation timeline;
- follow-up date;
- evidence that will show the concern has been resolved.

Connection to Formal Accountability

When concerns are repeated, unresolved, or indicate a significant departure from approved curriculum expectations, the issue may move from instructional support to formal accountability in accordance with Principal guidance, Human Resources guidance, applicable Board-approved policy, and applicable collective bargaining provisions.

Appendix T: Adopted Curriculum and Assessment Reference

2026–2027 School Year

How to use this table

- **Foundational Curriculum** identifies the adopted resource, framework, or school-approved course sequence from which instruction should be planned.
- **Supplemental Resources** may support scaffolding, intervention, practice, cultural responsiveness, Regents preparation, or extension. They should enhance—not replace—the foundational curriculum.
- **Assessment Expectations** identify the minimum required evidence for each course. Teachers may use additional formative assessments.
- Courses marked **Pending Final Confirmation** will be updated through leadership-issued curriculum guidance.

This appendix currently identifies adopted curriculum and assessment references for core academic courses and selected academic intervention, AP, and college-level courses. Additional courses, including Spanish, Health, Physical Education, Art, Music, CTE, electives, advisory, and other special-area courses, will be updated as materials are finalized.

Teachers of courses not yet listed in the core curriculum table should follow instructional materials and course guidance provided by instructional leadership, the Principal, or the assigned department/course lead. All courses remain responsible for standards-aligned instruction, clear learning targets, criteria for success, meaningful student tasks, checks for understanding, and evidence of learning.

AP Course Implementation Expectations

AP courses may serve as the foundational curriculum for designated high school courses when approved by school leadership. When an AP course is used as the core course framework, teachers are responsible for implementing the College Board course expectations while also supporting ALCS course requirements, Regents readiness when applicable, and student access to rigorous instruction.

AP teachers are expected to maintain required AP Course Audit authorization, use the College Board Course and Exam Description, use AP Classroom when applicable, and plan instruction that prepares students for the level of thinking, writing, analysis, problem-solving, and performance required by the course.

Not every student enrolled in an AP-aligned course may be required or prepared to sit for the AP examination. AP teachers should work with school leadership to identify viable AP exam candidates, provide targeted support, communicate with families, and support access to exam fee reductions or subsidies when applicable.

When an AP course also supports a New York State Regents-bearing pathway, teachers should intentionally prepare students for both AP-level expectations and applicable Regents requirements.

English Language Arts

Course	Foundational Curriculum	Supplemental Resources	Assessment Expectations	Notes
English Language Arts 6 - 8	CommonLit 360, Grade 6 - 8	IXL ELA; approved independent-reading texts; ALCS annotation, discourse, and writing tools	CommonLit unit assessments; daily/weekly CFUs; exit tickets; standards-aligned writing tasks; required school assessments	CommonLit serves as the instructional foundation.
English Language Arts 9 - 10	CommonLit 360, Grade 9	IXL ELA; approved full-length texts; Regents-aligned materials	CommonLit unit assessments; common writing tasks; Regents-aligned performance evidence; CFUs and exit tickets	
AP English Language and Composition	College Board AP English Language and Composition Course and Exam Description, AP Classroom, and approved text/source sets	College Board question bank; approved nonfiction texts; released AP tasks	AP Classroom progress checks; rhetorical analysis, argument, and synthesis writing; mock AP assessments; AP exam	AP Course Audit authorization required.
AP English Literature and Composition	College Board AP English Literature and Composition Course and Exam Description, AP Classroom, and approved literary texts	College Board question bank; approved poetry, drama, short fiction, and novels	AP Classroom progress checks; timed and untimed literary analysis; mock AP assessments; AP exam	AP Course Audit authorization required.
Writing Foundations	ALCS Writing Foundations Scope and Sequence	IXL Language Arts; CommonLit writing resources; approved grammar and sentence-level materials	Writing diagnostic; recurring sentence/paragraph tasks; revision evidence; portfolio or common writing assessment	IXL is targeted practice, not the complete curriculum.
ELA Regents Intervention	ALCS ELA Regents Intervention Sequence using NYSED released materials	IXL ELA; CommonLit skill lessons; released Regents questions	Entry diagnostic; recurring Regents-style reading and writing tasks; progress checks; Regents retake	Formerly “Topics in ELA,” where applicable.
SAGE Research and Writing	SAGE-issued syllabus and required course materials	College library/research databases; ALCS research and citation tools	SAGE-required assignments and assessments	*Course-specific syllabus, prerequisites, and materials will be confirmed before implementation.*

Mathematics

Course	Foundational Curriculum	Supplemental Resources	Assessment Expectations	Notes
Mathematics 6-7	Illustrative Mathematics 6-7	IXL Math; approved fluency resources; teacher-selected manipulatives and representations	IM assessments; exit tickets; CFUs; NWEA; NYS mathematics assessment	
Mathematics 8	Illustrative Mathematics Accelerated Grade 7	IXL Math; NYS Grade 8 assessment resources; prerequisite checks	IM assessments; exit tickets; CFUs; NWEA; NYS Grade 8 mathematics assessment	Selected as part of ALCS's multi-year Algebra-readiness pathway.
Pre-Algebra / Algebra Readiness	Illustrative Mathematics 8	IXL Math; approved prerequisite-skill resources	IM assessments; common prerequisite checks; exit tickets; NWEA or school benchmark assessments	Designed to strengthen readiness before Algebra I.
Algebra I	Illustrative Mathematics Algebra I	IXL Math; NYSED reference materials; released Regents questions	IM assessments; common Regents-aligned tasks; interim assessments; Algebra I Regents	
Geometry	Illustrative Mathematics Geometry	IXL Math; NYSED reference materials; released Regents questions	IM assessments; common Regents-aligned tasks; interim assessments; Geometry Regents	
Algebra II	Illustrative Mathematics Algebra II	IXL Math; NYSED reference materials; released Regents questions	IM assessments; common Regents-aligned tasks; interim assessments; Algebra II Regents	
Math Foundations I - III	ALCS Math Foundations Framework and Choice Board	IXL Diagnostic and assigned pathways; Savvas; AGS workbooks; approved intervention materials	Entry diagnostic; daily Do Now and exit ticket; transfer tasks; six- to eight-week progress checks	I - Focuses on Grades 3–5 prerequisite skills. II - Focuses on rational numbers and pre-algebra. III - Bridge to Algebra I
Algebra Regents Intervention	ALCS Algebra Regents Intervention Sequence using NYSED released materials	IXL targeted skill pathways; DeltaMath; Problem-Attic; released Regents questions	Prior-exam analysis; entry diagnostic; recurring Regents-style transfer tasks; benchmark assessments; Regents retake	IXL should support targeted remediation, not replace teacher-led instruction. Formerly "Topics in Algebra"

Science

Course	Foundational Curriculum	Supplemental Resources	Assessment Expectations	Notes
Science 6-7	OpenSciEd Grade 6-7	Approved lab resources; science literacy tools; selected IXL skills when appropriate	OpenSciEd unit assessments; investigation evidence; exit tickets; common science tasks	
Earth and Space Science	New Visions Earth and Space Science	NYSED required investigations, reference materials, sample clusters, and released Regents items	New Visions assessments; required investigation evidence; interim assessments; Earth and Space Sciences Regents	Grade 8 students take the applicable Regents examination.
Biology	New Visions Biology	NYSED Life Science: Biology resources; required investigations; released Regents items	New Visions assessments; lab/investigation evidence; interim assessments; Biology Regents	Recommended over OpenSciEd for stronger NYS alignment and implementation feasibility.
Chemistry	OpenSciEd High School Chemistry	NYSED Chemistry learning standards, required investigations, reference tables, sample clusters, quantitative practice, and released Regents items	OpenSciEd assessments; required investigation/lab evidence; common quantitative checks; Chemistry Regents	NYSED materials form a required alignment layer.
AP Chemistry	College Board AP Chemistry Course and Exam Description, AP Classroom, and an approved AP Chemistry textbook/laboratory sequence	College Board question bank and progress checks; approved quantitative-practice resources; laboratory materials; NYSED Chemistry reference materials where helpful	AP Classroom progress checks; unit assessments; required laboratory investigations and lab reports; cumulative mock AP assessments; AP Chemistry exam	AP Course Audit authorization required.
ESS/ Biology Regents Intervention	ALCS ESS / Biology Regents Intervention Sequence using NYSED materials	IXL where aligned; released exams; targeted science-literacy and data-analysis tasks	Prior-exam analysis; targeted progress checks; Regents-style tasks; Regents retake	For students who previously failed ESS / Biology Regents.

Social Studies

Course	Foundational Curriculum	Supplemental Resources	Assessment Expectations	Notes
Social Studies 6	Core Knowledge World History, Volume 1 — ALCS NYS Sequence	NYS Grade 6 Framework; ALCS geography and early-human launch; selected NYS Toolkit and Digital Inquiry Group resources	Unit tasks; source-analysis writing; exit tickets; common performance task	Provisional school sequence requires bounded pacing and selected omissions.
Social Studies 7	Core Knowledge: A History of the United States, Volume 1	NYS Grade 7 Framework; ALCS New York History Connections; selected Digital Inquiry Group lessons	Unit assessments; source analysis; evidence-based writing; NYS-aligned common tasks	Covers Indigenous societies through the Civil War with NY-specific additions.
Social Studies 8	Core Knowledge: A History of the United States, Volume 2, with ALCS Reconstruction Launch	NYS Grade 8 Framework; ALCS New York History Connections; Digital Inquiry Group and Civic Online Reasoning	Unit assessments; source analysis; civic-literacy tasks; NYS-aligned common tasks	Reconstruction must be intentionally added at the beginning.
Global History I & II	New Visions Global History	Approved primary sources; Digital Inquiry Group; writing and annotation tools	New Visions assessments; CRQ tasks; enduring-issues essays; Global History and Geography II Regents	
AP U.S. History and Government	College Board AP U.S. History Course and Exam Description, AP Classroom, and approved APUSH texts and primary-source sets	College Board question bank and progress checks; Digital Inquiry Group; NYSED U.S. History and Government Regents materials; released AP and Regents questions; approved civic-literacy resources	AP Classroom progress checks; document-based questions; long-essay and short-answer tasks; unit assessments; cumulative mock AP assessments; AP exam; U.S. History and Government Regents, as applicable	AP Course Audit authorization required. APUSH is the adopted U.S. History course. Instruction should intentionally prepare students for both AP historical reasoning and New York Regents requirements where students are expected to sit for both exams.

AP African American Studies	College Board AP African American Studies Course and Exam Description, AP Classroom, and required source set	Local archives, museums, approved historical and cultural sources	AP Classroom progress checks; required project; common analytical tasks; AP exam	AP Course Audit authorization required.
Economics / Participation in Government	Project-Based Learning Curriculum aligned to NYS Economics and Participation in Government expectations	iCivics; Federal Reserve education resources; approved current-events sources	Required projects; research and policy-analysis tasks; civic-participation evidence	
Criminology / Sociology	SAGE materials and ALCS-approved scope and sequence	Approved research sources and current-events materials	Major analytical tasks, projects, and common writing rubric	
History Regents Intervention	ALCS Global / US History Regents Intervention Sequence using NYSED materials	Released exams; CRQ and enduring-issues resources; targeted digital practice	Prior-exam analysis; recurring Regents-style tasks; benchmarks; Regents retake	

Additional courses, including Spanish, Health, Physical Education, Art, Music, CTE, electives, intervention courses, advisory, and other special-area courses, will follow the instructional materials and course guidance provided by instructional leadership or the assigned department/course lead. These courses remain responsible for standards-aligned instruction, clear learning targets, criteria for success, meaningful student tasks, checks for understanding, and evidence of learning.

As course materials are finalized, this appendix may be updated to include additional adopted resources, supplemental materials, assessment expectations, and platform requirements.

ALBANY LEADERSHIP
CHARTER SCHOOL FOR GIRLS
A 6–12 Academy of Excellence

Sisterhood • Scholarship • Service • Leadership

Empowering Young Women. Building Leaders. Inspiring Change.

Albany Leadership Charter School

Community Culture Handbook

2026–2027

Building a Community of Sisterhood, Scholarship, Service and Leadership

19 Hackett Blvd., Albany, New York 12208

www.albanyleadership.org

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Welcome to Our Community

Welcome to Albany Leadership Charter School (ALCS)!

Whether you are a scholar, parent, caregiver, family member, staff member, or community partner, you are an important part of the ALCS community. We are excited to welcome you into a school where every person is valued, every voice matters, and every member of our community plays a role in helping one another succeed.

At ALCS, we believe that education extends beyond academics. We prepare scholars to become confident learners, compassionate leaders, engaged citizens, and lifelong advocates for themselves and others. We recognize that learning involves both successes and challenges, and we are committed to creating an environment where mistakes become opportunities for growth, accountability, and stronger relationships.

This Community Culture Handbook serves as a shared guide for how we learn, work, communicate, and grow together. It outlines our shared commitments, expectations, supports, and policies so that every member of our community understands how we contribute to a safe, respectful, inclusive, and academically focused school environment.

Our goal is not simply to establish rules. Our goal is to build a community where every scholar is known, every family is valued, every staff member is supported, and every person is empowered to contribute to our collective success.

Together, we create the culture of Albany Leadership Charter School.

About This Handbook

The ALCS Community Culture Handbook is designed to provide students, families, staff, and community members with a shared understanding of our school's values, expectations, supports, and procedures.

Throughout this handbook, you will learn about:

- Our mission, vision, and Core Pillars
- Our shared community commitments
- Student, family, and staff rights and responsibilities
- Academic and behavioral expectations
- Student supports and restorative practices
- School safety procedures
- Accountability processes that promote learning, responsibility, and community restoration

This handbook should be used as a guide throughout the school year and reflects our commitment to fostering a positive school culture grounded in respect, belonging, accountability, and continuous growth.

Our Mission:

At Albany Leadership Charter School for Girls, we empower young women to achieve academic excellence, build strong character, and grow into confident, compassionate leaders. Through rigorous instruction, meaningful relationships, and a culture rooted in scholarship, leadership, service, and sisterhood, every scholar develops the knowledge, confidence, integrity, and voice to thrive in college, career, and a life of purpose.

Our Vision:

Albany Leadership Charter School for Girls is committed to becoming the premier 6–12 learning community for young women in the Capital Region, where every scholar is known, challenged, affirmed, and prepared to lead. Our graduates leave ALCS with the academic foundation, courage, integrity, and commitment to create meaningful change in their communities and shape the future they choose.

Our Community Commitment

At Albany Leadership Charter School, we believe that a strong school community is built through shared responsibility, mutual respect, and meaningful relationships.

Every member of our community contributes to the culture of our school. Together, we are committed to creating a learning environment where everyone feels safe, respected, included, challenged, and supported.

We recognize that every individual brings unique strengths, experiences, and perspectives that enrich our community. We celebrate diversity, value collaboration, and believe that learning happens best when people feel connected and empowered to succeed.

When challenges arise, we seek to understand, communicate openly, repair harm, and move forward together. Through restorative practices, reflection, and accountability, we work to strengthen relationships while maintaining high expectations for ourselves and one another.

Together, we are building a community where Sisterhood, Scholarship, Service, and Leadership are not simply words—they are the foundation of everything we do.

PART I | OUR COMMUNITY

Our Core Pillars & Community Agreements

Our Core Pillars define who we are as a community. They represent the values that guide how we learn, lead, build relationships, and support one another every day.

Our Community Agreements describe how we bring these values to life through our daily choices and interactions. They are shared commitments that help us create a school culture where everyone feels safe, respected, challenged, supported, and valued.

These agreements apply to every member of our ALCS community—including scholars, families, faculty, staff, and community partners.

Together, they serve as the foundation for our decisions, our relationships, and our collective success.

Our Core Pillars

Sisterhood

We build meaningful relationships by caring for one another, celebrating our differences, and creating a community where everyone feels they belong.

At ALCS, sisterhood means we recognize that our success is connected. We encourage one another, support one another through challenges, and celebrate each other's accomplishments. We believe every member of our community deserves to feel welcomed, respected, and valued.

Our Community Agrees To:

- Treat every person with kindness, dignity, and respect.
- Support one another without judgment.
- Celebrate each other's growth, achievements, and perseverance.
- Speak directly to one another with honesty and compassion rather than speaking about one another.
- Stand up when we witness bullying, exclusion, harassment, or mistreatment.
- Help create an environment where everyone feels welcomed and included.

Scholarship

We pursue excellence through curiosity, perseverance, integrity, and a commitment to lifelong learning.

Scholarship is more than earning good grades. It is about challenging ourselves, embracing opportunities to grow, and taking responsibility for our learning. We recognize that learning requires effort, reflection, and resilience.

Our Community Agrees To:

- Protect learning time for ourselves and others.
- Arrive prepared and ready to engage each day.
- Participate actively in learning opportunities.
- Practice honesty and integrity in all academic work.
- Ask questions, seek help, and support the learning of others.
- Learn from mistakes through reflection, accountability, and continuous growth.

Service

We strengthen our school and our community by giving our time, talents, and energy in service to others.

Service teaches us that leadership begins with helping others. We believe every member of our community has the ability to make a positive difference through acts of kindness, responsibility, and civic engagement.

Our Community Agrees To:

- Care for our classrooms, school, and shared spaces.
- Participate in meaningful service opportunities.
- Respect and celebrate the diversity of our community.
- Represent ALCS with pride both inside and outside of school.
- Partner with families, community organizations, and one another to strengthen our school.
- Use our talents to improve the lives of others.

Leadership

We lead with integrity, courage, accountability, and a commitment to helping others succeed.

Leadership is not defined by a title—it is demonstrated through our daily actions. Every member of the ALCS community has the opportunity to lead by making thoughtful choices, building positive

relationships, and inspiring others through their example.

Our Community Agrees To:

- Lead by example through our words and actions.
- Honor our commitments and follow through on our responsibilities.
- Build trust through active listening, respectful communication, and empathy.
- Accept responsibility for our choices and work to repair harm when mistakes occur.
- Encourage leadership opportunities for ourselves and others.
- Contribute positively to the culture of our school every day.

Living Our Core Pillars

Our Core Pillars are more than guiding principles—they shape the decisions we make, the relationships we build, and the community we create together.

Whether we are learning in the classroom, participating in extracurricular activities, serving our community, communicating with families, or resolving conflict, we strive to demonstrate Sisterhood, Scholarship, Service, and Leadership in everything we do.

Living our Core Pillars means recognizing that every interaction is an opportunity to strengthen our community and help one another succeed.

A Restorative Community

At ALCS, we understand that mistakes are a natural part of learning and personal growth. When challenges or conflicts arise, we are committed to responding in ways that strengthen relationships while maintaining high expectations.

We believe in:

- Building relationships before problems arise.
- Listening to understand each person's perspective.
- Taking responsibility for our actions.
- Repairing harm whenever possible.
- Learning from mistakes.
- Restoring trust within our community.
- Moving forward together with dignity and respect.

Whenever appropriate, we use restorative practices to help individuals reflect, repair relationships, and strengthen our community. These practices may include restorative conversations, restorative circles, mediation, reflection, problem-solving, and collaborative planning.

Restorative practices do not replace accountability—they strengthen it by helping individuals

understand the impact of their actions, repair harm, and make positive choices moving forward.

Strong communities are built on shared values, mutual respect, and meaningful relationships. The next section outlines the rights, responsibilities, and shared commitments that help every member of our ALCS community contribute to a safe, inclusive, and supportive learning environment.

PART II | SHARED COMMITMENTS

Building Our Community Together

A positive school culture is built through shared responsibility.

At Albany Leadership Charter School, every member of our community plays an important role in creating a safe, respectful, inclusive, and academically focused environment. Whether you are a scholar, parent or caregiver, staff member, or community partner, your actions contribute to the experiences of others.

Our shared commitments reflect how we work together to uphold our Core Pillars of Sisterhood, Scholarship, Service, and Leadership.

By honoring these commitments, we strengthen relationships, support learning, and help every member of our community thrive.

Scholar Rights

Every scholar has the right to:

Learn in a Safe Environment

- Learn in a school that is physically and emotionally safe.
- Be free from bullying, harassment, discrimination, intimidation, and retaliation.
- Report concerns without fear of retaliation.

Be Respected

- Be treated with dignity, fairness, and respect.
- Have your voice heard when concerns or conflicts arise.
- Be recognized and valued for your unique identity, experiences, and perspectives.

Learn and Grow

- Receive a high-quality education in a supportive learning environment.
- Ask questions, make mistakes, and learn from them.
- Receive academic, behavioral, and social-emotional support when needed.

Be Heard

- Share your ideas, questions, and concerns respectfully.
- Participate in restorative conversations and problem-solving when conflicts arise.
- Understand school expectations and the reasons behind decisions that affect you.

Access Support

- Seek help from teachers, counselors, administrators, social workers, or any trusted adult.
- Receive support when facing academic, personal, or social challenges.
- Participate in interventions designed to promote learning, growth, and success.

Scholar Responsibilities

As an ALCS Scholar, you are expected to:

Live Our Core Pillars

- Demonstrate Sisterhood, Scholarship, Service, and Leadership each day.
- Contribute positively to the culture of our school.
- Respect yourself, others, and our learning environment.

Take Ownership

- Attend school regularly and arrive prepared to learn.
- Complete your best work with honesty and integrity.
- Accept responsibility for your actions.
- Reflect on mistakes and work to repair harm when appropriate.

Build Community

- Treat others with kindness, dignity, and respect.
- Help create a welcoming and inclusive environment.
- Speak up when someone needs help or support.
- Care for school property and shared spaces.

Family Rights

Families are valued partners in the success of every scholar.

Families have the right to:

- Be treated with dignity, professionalism, and respect.
- Receive timely and meaningful communication about their scholar's progress and school events.

- Access information about school policies, programs, and services.
- Participate in meetings regarding their scholar's education and well-being.
- Ask questions and share concerns in a respectful manner.
- Partner with the school to support their scholar's success.

Family Responsibilities

Families play a vital role in creating a strong school community.

Families are expected to:

- Encourage regular attendance and punctuality.
- Review school expectations with their scholars.
- Maintain respectful communication with school staff.
- Keep emergency contact information current.
- Notify the school of concerns that may impact their scholar's success.
- Partner with the school to address academic, behavioral, or social-emotional concerns.
- Support their scholars in demonstrating the ALCS Core Pillars both at school and in the community.

Staff Commitments

At ALCS, we believe students deserve adults who model the same expectations we ask of them.

Our staff commits to:

Build Relationships

- Get to know each scholar as an individual.
- Foster a welcoming, inclusive, and respectful learning environment.
- Build positive relationships grounded in trust and empathy.

Maintain High Expectations

- Provide engaging, rigorous learning experiences.
- Hold scholars to high academic and behavioral expectations.
- Encourage perseverance, leadership, and personal growth.

Support Every Scholar

- Listen with empathy and seek to understand before responding.
- Use restorative practices whenever appropriate.
- Teach, model, and reinforce positive behaviors.
- Connect scholars and families with available supports and resources.

Partner with Families

- Communicate honestly, respectfully, and consistently.
- Collaborate with families to support scholar success.
- Value families as essential partners in the educational process.

Lead with Integrity

- Model professionalism, accountability, and respect.
- Apply school expectations fairly and consistently.
- Continue learning and growing as educators and leaders.

Our Shared Commitment to Restorative Practices

At ALCS, we believe accountability and belonging go hand in hand.

When challenges arise, we commit to:

- Listening before making assumptions.
- Seeking to understand every perspective.
- Communicating respectfully.
- Taking responsibility for our actions.
- Repairing harm whenever possible.
- Restoring trust and strengthening relationships.
- Learning from mistakes and moving forward together.

Whenever appropriate, we will use restorative practices to help resolve conflict, rebuild relationships, and strengthen our community while maintaining high expectations for every member of our school.

Strong relationships create strong learning environments.

The next section outlines the daily practices, routines, and expectations that help our community learn together, stay organized, and make the most of every school day.

THE ALCS COMMUNITY PROMISE

Together, We Build Our Community

Being a member of Albany Leadership Charter School means more than attending school—it means belonging to a community that is committed to learning, growing, leading, and supporting one another.

Every day, each of us has the opportunity to strengthen our community through our words, our actions, and our choices.

As members of the ALCS community, we commit to living our Core Pillars of **Sisterhood, Scholarship, Service, and Leadership** in everything we do.

We Promise To...

Build Sisterhood

We will create a community where everyone feels welcomed, valued, respected, and included.

We will encourage one another, celebrate each other's successes, and support one another through challenges.

We understand that when one of us succeeds, we all succeed.

Pursue Scholarship

We will challenge ourselves to learn, ask questions, think critically, and strive for excellence.

We will protect learning time, demonstrate academic integrity, and encourage one another to reach our full potential.

Serve Others

We will use our talents, time, and actions to strengthen our classrooms, our school, and our community.

We recognize that leadership begins with serving others.

Lead with Integrity

We will lead through honesty, responsibility, courage, empathy, and accountability.

We understand that leadership is demonstrated through our daily choices—not by titles or positions.

Grow Through Accountability

We recognize that mistakes are part of learning.

When harm occurs, we will:

- Listen to understand.
- Accept responsibility.
- Repair harm whenever possible.
- Learn from the experience.
- Work together to restore trust.
- Continue moving forward with dignity and respect.

Our Promise

Together, we choose to build a school where:

Everyone belongs.

Everyone learns.

Everyone leads.

Everyone grows.

Everyone is treated with dignity and respect.

Together, we create the culture of Albany Leadership Charter School.

"Our culture is not created by one person. It is created by every choice we make, every relationship we build, and every act of leadership we demonstrate."

Scholar Signature _____

Family Signature _____

ALCS Staff Signature _____

Date _____

PART III | BUILDING A POSITIVE SCHOOL CULTURE

A positive school culture does not happen by chance—it is created intentionally through our daily interactions, shared expectations, and commitment to one another.

At ALCS, we believe that every member of our community contributes to creating a school where people feel safe, respected, included, challenged, and supported.

The expectations in this section are designed to strengthen relationships, encourage responsible decision-making, and promote a learning environment where everyone can thrive.

Positive Behavior Recognition & Behavior Tracking

Building a Culture of Recognition and Belonging

At Albany Leadership Charter School, we believe every student deserves to be recognized for the positive choices they make each day. While our Discipline Matrix provides guidance for responding to behaviors that require support or intervention, our primary focus is creating a school culture where positive behavior is consistently noticed, celebrated, and reinforced.

Our Recognition & Behavior Tracking System is designed to promote a safe, supportive, and inclusive learning environment by acknowledging behaviors that reflect our core values of **Sisterhood, Scholarship, Leadership, and Service**. By intentionally recognizing positive behaviors, we strengthen students' sense of belonging, encourage personal responsibility, and reinforce the behaviors that contribute to a thriving school community.

The Recognition & Behavior Tracking System is intended to:

- Reinforce positive behaviors through consistent recognition.
- Promote a culture of belonging, encouragement, and mutual respect.
- Help students develop positive habits and social-emotional skills.
- Encourage intrinsic motivation while celebrating growth and effort.
- Provide students with timely, meaningful feedback on their behavior.
- Support consistency among staff in recognizing and reinforcing expected behaviors.
- Identify students who may benefit from additional behavioral supports or interventions through data-informed decision making.

What We Recognize

Students may receive recognition for demonstrating behaviors such as:

- Showing kindness, empathy, and respect toward others.
- Demonstrating leadership and positive influence.
- Being prepared and actively engaged in learning.
- Persisting through challenges and demonstrating resilience.
- Following school expectations without reminders.

- Resolving conflicts respectfully.
- Supporting peers and contributing positively to the school community.
- Taking responsibility for their actions and making amends when mistakes occur.
- Demonstrating integrity, honesty, and accountability.
- Consistently embodying Albany Leadership Charter School's Core Pillars.

Behavior Tracking

Behavior data is used to support—not label—students.

The behavior tracking system allows staff to:

- Recognize and celebrate positive behaviors.
- Monitor behavioral trends over time.
- Identify patterns that may require additional support.
- Provide timely interventions before behaviors escalate.
- Ensure equitable and consistent implementation of school expectations.
- Inform family communication and collaborative problem-solving.

Behavior data is reviewed regularly by school staff to identify students who may benefit from additional supports through our Multi-Tiered System of Supports (MTSS). The goal is to provide proactive interventions that help students succeed academically, socially, and emotionally.

Recognition Opportunities

Positive behavior may be acknowledged in a variety of ways, including but not limited to:

- Positive behavior points or merits
- Verbal praise and positive feedback
- Positive phone calls, emails, or messages home
- Classroom and schoolwide recognition
- Student celebrations and incentive events
- Leadership opportunities
- Certificates or awards
- School announcements
- Special privileges aligned with school expectations

Recognition opportunities may vary throughout the school year as the school continues to develop engaging ways to celebrate student success.

A Growth-Oriented Approach

At Albany Leadership Charter School, we recognize that behavior is a skill that can be taught, practiced, and strengthened. Every interaction is an opportunity for learning. While students are held accountable for their choices, our approach emphasizes teaching replacement behaviors, repairing harm, rebuilding relationships, and helping students develop the skills needed to be successful members of our school community.

Creating a Culture of Belonging

At ALCS, belonging means every member of our community feels welcomed, valued, respected, and connected.

We celebrate the unique strengths, identities, experiences, and perspectives that each person brings to our school.

We are committed to creating an environment where everyone has the opportunity to learn, contribute, and lead.

Belonging requires all of us to:

- Welcome new members into our community.
- Treat every person with dignity and respect.
- Celebrate diversity and different perspectives.
- Speak and act in ways that build others up.
- Help create an environment where everyone feels safe and included.

Respectful Communication

Healthy relationships begin with respectful communication.

Members of the ALCS community are expected to:

- Speak respectfully to one another, even during disagreements.
- Listen actively and seek to understand different perspectives.
- Address concerns directly and respectfully.
- Use language that reflects kindness, honesty, and professionalism.
- Resolve conflicts peacefully whenever possible.

Resolving Conflict

Conflict is a natural part of any community.

At ALCS, we believe conflict can become an opportunity for learning, growth, and stronger relationships when handled respectfully.

Whenever appropriate, students will be encouraged to:

- Reflect on what happened.
- Share their perspective honestly.
- Listen to the perspectives of others.
- Identify the impact of their actions.
- Collaborate to repair harm.
- Develop a plan for moving forward.

Restorative Practices at ALCS

Rather than asking only, *"What rule was broken?"* we also ask:

- What happened?
- Who was affected?
- What impact did the behavior have?
- What can be done to repair the harm?
- How can we prevent it from happening again?

Depending on the situation, restorative practices may include:

- Restorative conversations
- Reflection activities
- Community circles
- Mediation
- Problem-solving conferences
- Family meetings
- Re-entry meetings following suspension
- Collaborative behavior plans

These approaches help strengthen relationships while maintaining accountability and supporting student growth.

Learning flourishes when a strong culture is supported by clear routines, consistent expectations, and shared responsibility. The next section outlines the daily practices and procedures that help our community stay organized, focused, and ready to learn.

PART IV | LEARNING & THRIVING AT ALCS

Every Day Matters

Success at Albany Leadership Charter School is built through consistent effort, positive relationships, and active participation in our school community.

Every day is an opportunity to learn something new, strengthen your character, build relationships, and move closer to your goals.

The expectations in this section are designed to help every scholar develop the habits that lead to academic achievement, personal growth, and lifelong success.

Together, these daily practices help create classrooms where everyone can learn and thrive.

What Success Looks Like at ALCS

Successful scholars...

- Attend school consistently and arrive on time.
- Come prepared to learn each day.
- Participate actively in class.
- Ask questions and seek help when needed.
- Demonstrate honesty and integrity.
- Respect learning time for themselves and others.
- Care for their school community.
- Persevere through challenges.
- Learn from mistakes.
- Live our Core Pillars every day.

Success isn't about being perfect.

Success is about showing up, working hard, learning from challenges, and continuing to grow.

Learning is a Shared Responsibility

Learning is most successful when scholars, families, and school staff work together.

Scholars

Scholars are encouraged to:

- Attend school every day.
- Arrive prepared and ready to learn.
- Participate actively in learning.
- Complete assignments to the best of their ability.
- Ask for help when needed.
- Take ownership of their learning and personal growth.

Families

Families support learning by:

- Encouraging regular attendance and punctuality.
- Providing a space and time for learning whenever possible.
- Staying informed about their scholar's progress.
- Communicating with the school when questions or concerns arise.
- Celebrating growth, effort, and achievement.

Staff

Our staff supports learning by:

- Creating engaging and inclusive learning environments.
- Holding high expectations while providing appropriate support.
- Building positive relationships with scholars and families.
- Communicating regularly about scholar progress.
- Helping every scholar reach their full potential.

Learning Through Growth

At ALCS, we believe that growth happens through effort, reflection, and perseverance.

Learning includes:

- Trying new things.
- Asking questions.
- Making mistakes.
- Receiving feedback.
- Practicing new skills.
- Celebrating progress.

Challenges are opportunities to learn—not reasons to give up.

We encourage every scholar to embrace a growth mindset by remaining curious, resilient, and committed to continuous improvement.

Attendance Matters

Regular attendance is one of the strongest predictors of academic success and meaningful participation in school life.

Being present each day allows scholars to:

- Build strong relationships.
- Participate in classroom discussions.
- Access academic support.
- Engage in extracurricular activities.
- Stay connected to the ALCS community.

The following sections explain our attendance procedures, expectations, and supports to help every scholar attend school consistently.

The next section outlines our attendance expectations, procedures, and supports. Together, we will work with scholars and families to promote regular attendance and address barriers that may impact school participation.

PART V | ATTENDANCE & ENGAGEMENT

Every Day Counts

Every school day provides opportunities to learn, build relationships, develop new skills, and contribute to our school community. Regular attendance helps scholars stay connected to their learning, participate in meaningful classroom experiences, and build habits that support long-term success.

At ALCS, we believe that being present is about more than meeting a requirement—it is about being an active member of our learning community. We understand that barriers to attendance can arise, and we are committed to partnering with scholars and families to address those challenges whenever possible.

Our Attendance Expectations

Scholars are expected to:

- Attend school every scheduled school day.
- Arrive on time and ready to learn.
- Attend all scheduled classes unless excused by school personnel.
- Remain in school for the full instructional day unless approved for an early dismissal.
- Make every effort to complete missed assignments after an absence.

Families are expected to:

- Encourage regular attendance and punctuality.
- Notify the school as soon as possible when a scholar will be absent or late.
- Provide documentation for absences when required by school policy or state law.
- Communicate with the school if ongoing circumstances may affect attendance so we can work together to provide support.

Student Identification (ID) Cards

Student ID cards help us maintain an accurate attendance record, promote school safety, and ensure scholars can quickly access the services and resources they need throughout the school day. Bringing your ID each day is one way you contribute to an organized, safe, and efficient school community.

Our Expectations

Scholars are expected to:

- Bring their ALCS-issued student ID card to school every day.

- Keep their ID in good condition.
- Present their ID when requested by school staff for attendance, identification, or other school purposes.

When an ID Is Forgotten

If a scholar arrives without their student ID, they may be assigned **detention**. Detention provides time for the scholar to reflect on the importance of being prepared, reinforces the routine of bringing their ID each day, and helps maintain consistent attendance and safety procedures for our school community.

If forgetting an ID becomes a repeated concern, school staff will work with the scholar and family to understand any barriers and develop a plan to support consistent preparedness.

Excused and Unexcused Absences

Attendance is recorded daily in accordance with New York State requirements.

Examples of **excused absences** may include:

- Personal illness
- Medical or dental appointments
- Religious observances
- Court appearances
- Family emergencies
- Bereavement
- Other circumstances approved by school administration

Absences that do not meet the school's approved criteria or are not properly documented may be recorded as unexcused.

Additional information about attendance reporting and documentation can be obtained from the Main Office.

Tardiness

Arriving at school and class on time helps protect learning for everyone.

If a scholar arrives late (after 7:50am):

- They should report to the main office to check in before going to class.
- Repeated tardiness may result in meetings with the scholar and family to identify barriers and develop strategies for improving attendance.
- Chronic tardiness may result in additional interventions as outlined in school policy.

Whenever possible, our goal is to identify the reasons for repeated tardiness and work collaboratively with scholars and families to improve attendance.

Making Up Missed Learning

When a scholar is absent, we encourage them to reconnect with their teachers as soon as possible.

Scholars are responsible for:

- Communicating with teachers about missed assignments.
- Completing make-up work within the timelines established by their teachers.
- Seeking additional support during FLEX if they need help catching up.

Teachers will provide reasonable opportunities for scholars to make up missed work in accordance with school policy.

How We Will Support You

We recognize that attendance challenges can result from a variety of circumstances.

When attendance concerns arise, the school may:

- Meet with the scholar and family to better understand the situation.
- Connect families with available school or community resources.
- Develop attendance improvement plans when appropriate.
- Provide academic support to help scholars stay engaged in learning.
- Monitor progress and celebrate improvements in attendance.

Our goal is to remove barriers to attendance whenever possible and support every scholar's success.

When Attendance Becomes a Concern

If attendance concerns continue despite support and intervention, the school will follow applicable New York State law and board policy.

Depending on the circumstances, this may include:

- Attendance conferences
- Parent or caregiver meetings
- Referral to student support teams
- Attendance improvement plans
- Required reporting or additional interventions as required by law

Whenever possible, we will work collaboratively with scholars and families before implementing more formal interventions.

Attendance Success Tips

You can support your success by:

- Establishing a consistent morning routine.
- Preparing school materials the night before.
- Arriving early whenever possible.
- Scheduling appointments outside of school hours when feasible.
- Asking for help if something is making it difficult to attend school regularly.

Remember: Every day you are here is another opportunity to learn, grow, lead, and strengthen our community.

Being present is only one part of creating a successful learning environment. The next section outlines how we create classrooms that are focused, respectful, and ready for learning through our expectations for academic integrity, responsible technology use, and classroom engagement.

PART VI | LEARNING AT ALCS

Learning with Purpose

At Albany Leadership Charter School, learning is about more than earning grades. It is about developing the knowledge, skills, confidence, and character needed to succeed in college, careers, leadership, and life.

Every classroom should be a place where scholars feel challenged, supported, respected, and encouraged to grow. Learning is most successful when scholars, families, and staff work together as partners.

Academic Integrity

Integrity is one of the foundations of scholarship.

At ALCS, scholars are expected to complete their own work, give credit when using the work or ideas of others, and demonstrate honesty during assignments, projects, and assessments.

Mistakes are opportunities for learning. If you are struggling, we encourage you to ask for help rather than taking shortcuts that interfere with your learning.

Responsible Use of Artificial Intelligence (AI)

Artificial intelligence (AI) is becoming an important part of education and the workplace.

When used responsibly and with teacher permission, AI can support learning by helping scholars brainstorm ideas, review concepts, organize information, or receive feedback.

AI should support your learning—not replace your thinking.

Scholars may not use AI to complete assignments when independent work is expected or submit AI-generated work as their own without teacher permission.

Learning to use AI ethically is part of becoming a responsible digital citizen.

Learning Through Growth

Learning includes making mistakes.

At ALCS, mistakes are viewed as opportunities to reflect, improve, and continue growing.

When scholars need additional academic support, teachers may provide:

- Additional feedback
- Opportunities to revise work when appropriate
- Academic intervention
- Small-group support
- Conferences
- Other instructional supports designed to promote learning

Understanding Grades at ALCS

Grades are one way ALCS communicates a scholar's academic progress. They should help scholars, families, and teachers understand what a scholar has learned, where additional support may be needed, and what the scholar should work on next.

ALCS uses a traditional grading system anchored in standards-aligned instruction. Assignments and assessments should be connected to course expectations, learning targets, criteria for success, and the knowledge and skills scholars are expected to demonstrate.

Grades are calculated using the following schoolwide categories:

Category	Weight	Examples
Classwork	**45%**	Do Nows, exit tickets, guided practice, independent practice, checks for understanding, labs, in-class writing, discussions, notebook checks, collaborative work

Assessments	**30%**	Unit tests, quizzes, benchmarks, Regents-style assessments, essays, performance assessments, midterms, finals
Projects	**15%**	Research projects, presentations, performance tasks, project-based learning units, portfolios, major writing assignments
Homework	**10%**	Reading assignments, study guides, practice problems, vocabulary, independent practice, unfinished classwork completed at home
Total	**100%**	

PowerSchool is the official record of scholar grades and academic progress. Scholars and families should review PowerSchool regularly and contact the teacher when an assignment, grade, or academic expectation is unclear.

Teachers are expected to keep grades accurate, current, clearly labeled, and connected to meaningful academic work. When a scholar is missing work or repeatedly performing below expectations, the school will communicate concerns and identify appropriate next steps.

Late and Missing Work

Scholars are expected to complete and submit assignments by the stated deadline. Meeting deadlines reflects Scholarship and Leadership because it helps scholars remain engaged, receive timely feedback, and stay prepared for future learning.

When an assignment is not submitted by the deadline:

1. The assignment will be marked **Missing** in PowerSchool and entered as a **temporary grade of 50**.
2. Scholars may submit the assignment within **10 school days of the original due date**.
3. Once the assignment is submitted and graded, the temporary 50 will be replaced with the scholar's earned grade.
4. Late work will be evaluated using the same academic criteria as work submitted on time. A grade will not be reduced solely because the assignment was submitted late.
5. Teachers may require the scholar to complete a brief reflection, conference, missing-work plan, or designated academic-support session before or when the assignment is submitted.
6. If the assignment is not submitted within 10 school days of the original due date, the temporary grade of 50 becomes the final grade unless an approved exception or academic recovery plan

is in place.
7. Late work must be submitted no later than **five school days before the close of the marking period**, unless an administrator or student-support team approves an exception.

A temporary 50 is not the scholar's earned grade. It is a placeholder that shows the assignment is missing while still providing a defined opportunity for the scholar to complete the work.

Exceptions may be provided when:

- the scholar had an excused absence;
- an IEP, 504 Plan, or ENL support requires additional flexibility;
- significant circumstances affected the scholar's ability to complete the assignment; or
- a teacher, administrator, or student-support team has approved an academic recovery plan.

Work Missed Because of an Absence

Scholars are responsible for completing work missed during an absence.

For an excused absence, scholars will generally receive the same number of school days they were absent to complete missed work, unless the teacher establishes another reasonable timeline.

Work that was assigned before the absence and due during the absence should be submitted as soon as reasonably possible after the scholar returns.

Scholars and families should communicate with teachers when an absence or significant circumstance may affect the scholar's ability to complete work within the established timeline.

Reteaching, Revision, and Reassessment

Learning does not always happen on the first attempt. When a scholar has not yet demonstrated sufficient understanding of a standard, skill, concept, or task, the teacher may provide an additional opportunity to learn and improve.

Support may include:

- reteaching a key concept;
- small-group instruction;
- targeted practice;
- feedback and revision;
- error analysis;
- additional modeling;
- peer-supported practice;
- spiraled review;
- guided correction;
- student conferences; or
- reassessment after additional learning.

Reteaching should not simply mean giving a scholar more work. It should provide a clearer path toward understanding and improved performance.

Before reassessment, scholars must participate in the assigned reteaching or academic support unless the reassessment is needed because of an absence. In most cases, support will occur during Flex or another designated academic-support time.

Reassessment is not simply retaking the same assessment. Scholars must complete the required additional learning, feedback, practice, revision, or correction before demonstrating their understanding again.

Teachers will communicate:

- what the scholar has not yet demonstrated;
- what feedback or support has been provided;
- what additional learning opportunity is required;
- what the scholar must complete next; and
- how improved understanding will be measured.

These expectations align the family-facing culture handbook with the school's teacher-facing grading, academic-response, and reassessment expectations.

PART VII | CREATING A LEARNING ENVIRONMENT

Learning Happens Best When We All Contribute

Every member of the ALCS community deserves a learning environment where they can focus, participate, and succeed.

The expectations in this section are designed to minimize distractions, promote safety, protect instructional time, and ensure that every scholar has the opportunity to learn in a respectful and supportive environment.

These expectations are not simply rules—they are shared commitments that help us create classrooms where everyone can thrive.

Classroom Expectations

Every scholar contributes to the learning environment through their daily choices.

Scholars are expected to:

- Follow classroom routines and directions.
- Participate respectfully in learning activities.
- Listen when others are speaking.

- Treat classmates, staff, and visitors with dignity and respect.
- Use appropriate language and behavior.
- Care for classroom materials and school property.
- Help create a classroom where everyone feels safe to learn.

Technology & Digital Citizenship

Technology is a valuable learning tool when used responsibly.

Scholars are expected to:

- Use school-issued devices for educational purposes.
- Follow teacher directions regarding technology use.
- Protect passwords and personal information.
- Treat school technology responsibly.
- Report damaged or lost devices promptly.
- Use technology in ways that are respectful, responsible, and appropriate.

Technology should never interfere with learning or the safety and well-being of others.

Personal Electronic Devices

Personal electronic devices can be valuable tools, but they can also create distractions that interfere with learning, relationships, and engagement. To help every scholar remain focused and present throughout the school day, ALCS follows New York State's bell-to-bell expectations for the use of personal internet-enabled devices.

By limiting distractions, we create classrooms where scholars can actively participate, collaborate with others, and make the most of every learning opportunity.

Our Expectations

In accordance with New York State law, scholars may not use smartphones or other internet-enabled personal devices during the school day—from the first bell until dismissal—unless their use has been specifically authorized by the school.

This expectation applies throughout the school day, including:

- Classrooms
- Hallways
- Restrooms
- Lunch periods
- Study halls
- Any other school setting during the instructional day

Scholars are expected to keep personal internet-enabled devices stored according to the school's

established procedures throughout the school day.

ALCS will communicate device storage expectations at the beginning of each school year and may update procedures as needed to support student learning and school operations.

Exceptions

Limited exceptions may be made when permitted by New York State law or school policy, including circumstances related to:

- A scholar's documented medical needs
- An Individualized Education Program (IEP) or Section 504 Plan
- Translation services
- Emergencies or other situations approved by school administration

Our Commitment

We recognize that technology is an important part of everyday life. Our goal is not to eliminate technology, but to create a learning environment where scholars can focus, build meaningful relationships, and fully engage in their education.

We appreciate the partnership of scholars and families in supporting these expectations so that every classroom remains a place where learning comes first.

Dress Code & School Uniform

Our school uniform promotes a learning environment where scholars can focus on learning, build community, and represent Albany Leadership Charter School with pride. Wearing the uniform helps foster a sense of belonging, reduces distractions, and reflects our shared commitment to Sisterhood, Scholarship, Service, and Leadership.

Every scholar is expected to wear the ALCS uniform each school day unless otherwise communicated by the school.

Uniform Expectations

Scholars are expected to:

- Wear the complete ALCS-issued uniform each school day.
- Keep uniforms clean, neat, and in good condition.
- Wear clothing that fits appropriately and allows for safe participation in all school activities.
- Follow any additional dress requirements for physical education, laboratories, field trips, spirit days, or other school-sponsored events.
- Wear clothing and accessories that support a safe and respectful learning environment.

The complete ALCS Uniform Guide, including approved uniform items, grade-level shirt colors,

acceptable footwear, and accessory expectations, is included in the Appendix of this handbook and is available from the Main Office.

Uniform Guide

Item	School Expectation
Pants	ALCS-issued gray uniform pants only. Pants should be properly hemmed and worn as designed.
Skirts	ALCS-issued gray uniform skirt only. Skirts may not be altered or rolled and must be no shorter than one inch above the knee.
Polo Shirt	ALCS-issued polo tucked in at all times. Grade-level colors are assigned annually. Undershirts, if worn, must be solid black, white, or gray.
Sweater/Fleece	ALCS-issued black fleece or approved ALCS team jacket only.
Shoes	Closed-toe, closed-back shoes, sneakers, or boots that allow scholars to participate safely in all school activities.
Accessories	Socks, stockings, tights, headbands, and headwraps should be solid colors. Scholars may use the ALCS-issued drawstring bag.
Physical Education	Appropriate athletic clothing and athletic shoes. Clothing should be comfortable, appropriate for physical activity, and free of inappropriate language or images.
Religious Attire	Scholars may wear approved hijabs and abayas in designated solid colors in accordance with school expectations and sincerely held religious practices.

Clothing Not Permitted

To maintain a safe and distraction-free learning environment, the following items are not permitted during the school day unless specifically approved by school administration:

- Hooded sweatshirts or hoodies
- Jackets or coats worn inside the building during the school day unless authorized
- Non-ALCS sweaters or fleeces
- Open-toed or open-back footwear, including flip-flops, sandals, slides, slippers, Crocs, or similar footwear

- Shoes with spikes or sharp protrusions
- Clothing that is excessively revealing, see-through, or unsafe for school activities
- Clothing displaying profanity, alcohol, drugs, violence, hate speech, or other inappropriate images or messages
- Bandanas, bonnets, durags, or head coverings not worn for religious, cultural, or approved medical purposes
- Uniform items that have been significantly altered from their original design

When Uniform Concerns Arise

If a scholar arrives out of uniform, school staff will work with the scholar and family to understand the reason and identify appropriate solutions whenever possible.

Responses may include:

- A private conversation with the scholar.
- Contacting the family to resolve the concern.
- Providing temporary uniform support when available.
- Connecting families with school resources if access to uniforms is a barrier.
- Developing a plan to support consistent compliance when concerns become ongoing.

Our goal is to maintain high expectations while preserving scholar dignity and minimizing disruptions to learning.

No scholar will be publicly embarrassed or excluded from learning solely because of a uniform concern whenever reasonable alternatives are available.

Uniform Assistance

We understand that families may occasionally experience circumstances that make obtaining or replacing uniform items difficult.

Families are encouraged to contact the school if they need assistance. When resources are available, ALCS will work with families to help ensure every scholar has access to the required school uniform.

When Expectations Are Not Met

When classroom expectations are not met, staff will work with scholars to help them return to learning as quickly as possible.

Whenever appropriate, responses may include:

- A reminder or redirection.
- A private conversation.
- An opportunity to reflect.

- A classroom reset.
- Restorative conversations.
- Family communication.
- Additional supports when patterns emerge.

Our goal is to correct behavior, preserve dignity, and help every scholar successfully re-engage in learning.

This language intentionally aligns with the ALCS Instructional Handbook, which emphasizes calm redirection, preserving student dignity, and returning students to learning rather than escalating behavior whenever possible.

Strong learning environments are built on respect and responsibility, but they also depend on students feeling safe, supported, and connected. The next section describes the many ways ALCS supports scholars and families through counseling, academic assistance, restorative practices, and other resources designed to help every scholar succeed.

PART VIII | STUDENT & FAMILY SUPPORTS

Everyone Needs Support Sometimes

At Albany Leadership Charter School, we believe every scholar can succeed with the right support, encouragement, and opportunities to grow.

Learning, relationships, and personal growth are not always easy. Every member of our community will face challenges at different times, and asking for help is a sign of strength—not weakness.

Our goal is to identify concerns early, remove barriers to success, and partner with scholars and families to ensure every scholar has the support they need to thrive.

Academic Support

If you are experiencing academic challenges, you are encouraged to seek support as early as possible.

Academic support may include:

- FLEX or extra help
- Small-group instruction
- Academic intervention
- Tutoring opportunities
- Progress monitoring
- Goal-setting and academic planning

We encourage scholars to communicate with their teachers and ask for help before challenges become barriers to success.

Social-Emotional & Mental Health Support

Your well-being is just as important as your academic success.

Scholars who are experiencing personal, emotional, or social challenges are encouraged to seek support from a trusted adult.

Support may be available through:

- School counselors
- Social workers
- Administrators
- Teachers
- Advisors
- Community mental health partners

Families are encouraged to contact the school if they believe their scholar may benefit from additional support.

Restorative Support

When conflicts or challenges arise, our goal is to strengthen relationships while maintaining accountability.

Whenever appropriate, scholars may participate in restorative practices such as:

- Restorative conversations
- Community circles
- Peer mediation
- Reflection activities
- Problem-solving conferences
- Family conferences
- Re-entry meetings following an extended absence or suspension

These practices help scholars understand the impact of their actions, repair harm, rebuild trust, and move forward successfully.

Partnering with Families

Families are essential partners in every scholar's success.

We encourage families to communicate with the school whenever they have questions or concerns about their scholar's academic progress, attendance, well-being, or school experience.

Working together allows us to identify concerns early and provide the support scholars need to be successful.

Helping Scholars Overcome Barriers

Sometimes scholars experience challenges that affect their ability to learn or participate fully in school.

These challenges may include:

- Academic difficulties
- Attendance concerns
- Family changes
- Health concerns
- Mental health needs
- Peer conflict
- Transportation or housing instability
- Other personal circumstances

Whenever possible, ALCS will partner with scholars, families, and community organizations to identify available resources and develop a plan for success.

Returning After a Significant Absence

When scholars return after an extended absence, suspension, hospitalization, or other significant event, the school may schedule a re-entry meeting.

The purpose of a re-entry meeting is to:

- Welcome the scholar back to school.
- Reestablish positive relationships.
- Review available supports.
- Develop a plan for a successful transition.
- Ensure the scholar feels connected and prepared to return to learning.

Our goal is to help every scholar successfully reconnect with the school community.

Asking for Help

You are never expected to face challenges alone.

If you need help, you can talk to:

- A teacher
- Your advisor
- A school counselor
- A social worker
- A dean or administrator
- The school nurse

- Any trusted adult at ALCS

If you are worried about your own safety or the safety of someone else, tell a trusted adult immediately.

We are here to help.

Strong schools are built on safe, respectful, and inclusive environments. The next section explains how ALCS works together to prevent bullying, harassment, discrimination, and other behaviors that interfere with every scholar's ability to learn and belong.

PART IX | SAFE, RESPECTFUL & INCLUSIVE COMMUNITY

Everyone Belongs at ALCS

A strong school community is built on trust, respect, and belonging.

Every member of the ALCS community has the right to learn and work in an environment where they feel physically safe, emotionally supported, and treated with dignity.

We are committed to creating a school culture where differences are valued, relationships are strengthened, and every person is encouraged to contribute positively to our community.

Behaviors that threaten the safety, well-being, or dignity of others have no place in our school community and will be addressed promptly, fairly, and in accordance with school policy.

Bullying, Harassment & Intimidation

Bullying, harassment, intimidation, hazing, and similar behaviors interfere with learning and damage relationships within our community.

These behaviors are not acceptable at ALCS.

This includes conduct that occurs:

- In school
- During school-sponsored activities
- On school transportation
- Through electronic communication or social media when it substantially disrupts the school environment or affects the safety or well-being of members of the school community

Examples may include:

- Repeated verbal abuse or name-calling
- Social exclusion or humiliation
- Threats or intimidation

- Physical aggression
- Spreading harmful rumors
- Sharing embarrassing photos or videos without permission
- Creating fake online accounts to harm another person

Our goal is to stop harmful behavior, support those affected, hold individuals accountable, and repair relationships whenever appropriate.

Discrimination

ALCS is committed to providing an educational environment where every person is treated fairly and with dignity.

Discrimination based on legally protected characteristics is prohibited and is inconsistent with our values as a school community.

We celebrate the diversity of our community and are committed to ensuring every scholar has equitable access to learning and opportunities to succeed.

Sexual Harassment & Title IX

Every member of the ALCS community has the right to learn and work in an environment free from sexual harassment and sex-based discrimination.

Reports of sexual harassment, sexual misconduct, or sex-based discrimination will be taken seriously and addressed promptly in accordance with applicable law and school policy.

Scholars who experience or witness these behaviors are encouraged to report their concerns to a trusted staff member or the school's designated Title IX Coordinator.

Reporting Concerns

If you experience, witness, or become aware of behavior that threatens someone's safety or well-being, tell a trusted adult as soon as possible.

You may report concerns to:

- A teacher
- Your advisor
- A counselor or social worker
- A dean or administrator
- The principal
- Any trusted staff member

Families are encouraged to contact the school whenever they have concerns about their scholar's

safety or school experience.

Reports will be reviewed promptly, and the school will take appropriate steps to respond, investigate when necessary, and provide support.

Protecting Our Community

Keeping our community safe is a shared responsibility.

Members of our community are encouraged to report:

- Bullying or harassment
- Threats of violence
- Weapons or prohibited items
- Self-harm concerns
- Unsafe conditions
- Discrimination
- Sexual harassment or misconduct
- Other situations that may place someone at risk

Reporting concerns helps us protect one another and maintain a safe learning environment.

How We Respond

When concerns are reported, the school will:

- Listen carefully to everyone involved.
- Gather information before making decisions.
- Take appropriate action to protect those involved.
- Provide support to scholars and families.
- Use restorative practices whenever appropriate and when consistent with safety and legal requirements.
- Follow all applicable school policies and legal requirements.

Some situations require immediate administrative action or mandatory reporting and may not be appropriate for restorative practices alone.

Retaliation

No member of the ALCS community should experience retaliation for reporting a concern or participating in an investigation.

Retaliation against any person who reports concerns in good faith or participates in an investigation is prohibited and will be addressed promptly.

Maintaining a safe school also requires shared responsibility for our physical environment. The next

section outlines school safety procedures, prohibited items, visitors, emergency expectations, and other practices that help protect every member of our community.

PART X | SCHOOL SAFETY & SECURITY

Keeping Our Community Safe

A safe school is essential for learning.

At Albany Leadership Charter School, safety is a shared responsibility. Every member of our community plays a role in creating an environment where scholars, families, staff, and visitors feel physically safe, emotionally supported, and ready to learn.

Our safety practices are designed to protect our community, prepare us for emergencies, and ensure that every scholar has the opportunity to learn in a secure environment.

Our Shared Responsibility

Every member of the ALCS community is expected to help maintain a safe school by:

- Following school safety procedures.
- Reporting unsafe conditions or concerning behavior.
- Respecting school property and the property of others.
- Cooperating with staff during emergencies and safety drills.
- Making responsible choices that protect themselves and others.

If you see something that could affect someone's safety, tell a trusted adult immediately.

Visitors to Our School

To help maintain a safe learning environment, all visitors must follow school visitor procedures.

Visitors are expected to:

- Enter through the designated main entrance.
- Report to the Main Office upon arrival.
- Sign in according to school procedures.
- Wear visitor identification while in the building when required.
- Follow all school expectations while on campus.

Unauthorized visitors are not permitted in the building or on school grounds during the school day.

Emergency Procedures

Throughout the school year, scholars and staff participate in safety drills and emergency preparedness activities as required by New York State.

During any emergency or safety drill, scholars are expected to:

- Follow staff directions immediately.
- Remain calm and respectful.
- Take drills seriously.
- Help maintain a safe environment for everyone.

Specific emergency response procedures are maintained separately in the school's Emergency Operations Plan.

Prohibited Items

To help maintain a safe school environment, certain items are not permitted on school property or at school-sponsored activities.

Examples include:

- Weapons or look-alike weapons
- Fireworks or explosives
- Illegal drugs or controlled substances
- Alcohol
- Tobacco, nicotine products, vaping devices, or e-cigarettes
- Drug paraphernalia
- Laser pointers used inappropriately
- Any item that could reasonably pose a threat to the safety of others

Additional information regarding prohibited items and disciplinary responses is outlined in the Accountability & Restoring Community section of this handbook.

Searches & Personal Property

The safety of our school community may occasionally require school officials to search school property or a scholar's belongings when there is a reasonable basis to believe that school policies or laws may have been violated.

Searches will be conducted respectfully, with consideration for scholar privacy, and in accordance with applicable law and school policy.

School-issued lockers, desks, technology, and other school property remain the property of ALCS and may be inspected in accordance with school policy.

Transportation & Field Trips

Whether traveling to school, participating in athletic events, or attending field trips, scholars are expected to represent ALCS by demonstrating our Core Pillars.

While participating in school transportation or school-sponsored activities, scholars are expected to:

- Follow staff and driver directions.
- Treat others respectfully.
- Help maintain a safe environment.
- Care for school or transportation property.
- Follow all school expectations while representing ALCS.

Participation in extracurricular activities and field trips may require additional permission forms and adherence to school expectations.

Reporting Safety Concerns

Protecting our community depends on open communication.

Scholars and families should report concerns such as:

- Threats of violence
- Weapons or prohibited items
- Unsafe conditions
- Suspicious activity
- Hazing
- Self-harm concerns
- Concerns about another person's safety

Reports may be made to any trusted staff member or school administrator.

The school will respond promptly and take appropriate action to protect the safety and well-being of our community.

Our Commitment

Safety is more than responding to emergencies—it is about creating an environment where every person feels secure, respected, and supported.

We are committed to:

- Maintaining a safe and welcoming campus.
- Preparing scholars and staff through regular safety training and drills.
- Responding promptly to safety concerns.
- Partnering with families and community agencies when appropriate.

- Continuously improving our safety practices.

Together, we all contribute to a school where learning can flourish.

Most challenges can be resolved through guidance, support, and restorative practices. When expectations are not met, ALCS is committed to responding in ways that promote accountability, repair harm, and help scholars successfully rejoin the community.

The next section explains our approach to **Accountability & Restoring Community**.

PART XI | ACCOUNTABILITY & RESTORING COMMUNITY

Learning, Growing, and Moving Forward Together

At Albany Leadership Charter School, accountability is an important part of learning and personal growth.

We believe that every scholar is capable of learning from mistakes, repairing harm, and making positive choices. When expectations are not met, our goal is to understand what happened, provide appropriate support, teach replacement behaviors, and restore relationships whenever possible.

While some situations require more significant disciplinary responses to protect the safety of our community, we are committed to responding fairly, consistently, and with dignity.

Accountability is not simply about consequences—it is about learning, responsibility, and growth.

Our Approach to Accountability

When concerns arise, we strive to respond in ways that:

- Protect the safety of our school community.
- Preserve the dignity of everyone involved.
- Teach appropriate behaviors.
- Help scholars understand the impact of their actions.
- Repair harm whenever possible.
- Strengthen relationships.
- Support long-term success.

Our responses are guided by the severity of the behavior, its impact on others, the scholar's age and developmental level, previous interventions, and applicable laws and school policies.

Our Continuum of Support

Most situations can be successfully resolved through proactive support, relationship-building, and restorative practices.

Depending on the situation, school responses may include:

Classroom Supports

- Redirection
- Check-ins
- Reflection
- Classroom reset
- Teacher conference
- Problem-solving conversation
- Behavior coaching

Restorative Responses

When appropriate, restorative practices may include:

- Restorative conversations
- Reflection activities
- Community circles
- Peer mediation
- Family conferences
- Restorative conferences
- Restitution or repairing harm
- Agreements for moving forward

Student Support Interventions

When additional support is needed, interventions may include:

- Goal-setting
- Behavior support plans
- Counseling or social work support
- Check-In/Check-Out
- Mentoring
- Academic interventions
- Attendance supports
- Student Support Team referrals
- Community-based supports

Administrative Responses

Some behaviors require involvement from school administrators to ensure safety, maintain order, or comply with school policy and state law.

Administrative responses may include:

- Parent or caregiver conferences
- Administrative conferences
- Temporary loss of privileges
- Restorative assignments
- Detention or structured reflection
- In-school suspension
- Out-of-school suspension
- Other responses consistent with school policy and applicable law

Whenever appropriate, restorative supports may accompany administrative responses.

Behaviors That May Require Immediate Administrative Response

Certain behaviors may require immediate administrative involvement because they affect the safety or well-being of our school community.

Examples include:

- Physical violence
- Possession of weapons or prohibited items
- Serious threats
- Bullying or harassment involving significant harm
- Sexual misconduct
- Vandalism causing significant damage
- Possession or distribution of illegal substances
- Other serious violations of school policy or law

These situations may require immediate action while still ensuring scholars receive appropriate support and due process.

Due Process

When disciplinary action may result in removal from school, scholars will receive the procedural protections required by New York State law and school policy.

Depending on the situation, this may include:

- Notice of the concern.
- An opportunity for the scholar to share their perspective.

- Parent or caregiver notification.
- A conference when required.
- Information regarding available appeal procedures.

Returning to the Community

When a scholar returns following a suspension or other significant disciplinary response, our goal is to help them successfully reconnect with the school community.

A re-entry meeting may include:

- Reviewing what happened.
- Identifying lessons learned.
- Discussing available supports.
- Setting goals for success.
- Restoring relationships when appropriate.
- Creating a plan for moving forward.

Every scholar deserves the opportunity to learn, grow, and continue their educational journey.

Our Commitment

We believe that accountability is most effective when it is paired with support.

By maintaining high expectations while providing meaningful opportunities for reflection, growth, and restoration, we help scholars develop the skills they need to become responsible learners, compassionate leaders, and positive members of their communities.

Together, we are committed to building a school where accountability strengthens—not weakens—our community.

The remaining pages of this handbook include additional resources, quick-reference guides, important contacts, and acknowledgments to support scholars and families throughout the school year.

CONCLUSION

Together, We Build Our Community

As we conclude this handbook, remember that being part of the Albany Leadership Charter School community means more than attending school—it means belonging to a community that believes in your potential and is committed to your success.

Every day, each of us has the opportunity to strengthen our community through our choices, our relationships, and our commitment to our Core Pillars of **Sisterhood, Scholarship, Service, and**

Leadership.

We recognize that growth is a journey. Along the way, there will be successes to celebrate, challenges to overcome, and opportunities to learn from mistakes. Through it all, our goal remains the same: to create a school where every scholar feels seen, valued, challenged, supported, and inspired to become the best version of themselves.

As a community, we commit to:

- Building relationships rooted in trust and respect.
- Holding ourselves and one another accountable with compassion and integrity.
- Creating learning environments where everyone can thrive.
- Celebrating growth, perseverance, and achievement.
- Working together to ensure every member of our community feels a true sense of belonging.

Whether you are a scholar beginning your first year at ALCS, a returning family, or a new member of our school community, know that you are an important part of what makes our school strong.

Together, we will continue to learn, lead, serve, and grow.

Together, we will continue building a culture where every scholar has the opportunity to succeed.

Welcome to the ALCS Community.

We are proud to have you here.

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2026–2027 INSTRUCTIONAL HANDBOOK

Board Highlights, Key Changes, and Implementation Significance

Prepared for the ALCS Board of Trustees | July 2026

The revised handbook turns ALCS instructional priorities into a shared operating system for teachers, coaches, and leaders.

Executive Summary

The 2026–2027 ALCS Instructional Handbook is a major redesign of the school's instructional guidance. It replaces broad, fragmented expectations with a coherent teacher-facing system that defines what should be taught, how planning is documented, what strong instruction looks like, how classroom culture protects learning, how evidence is used, and how leaders support and monitor implementation. The handbook is built to improve consistency without requiring every classroom to look identical.

WHY NOW	SUNY identified persistent low academic performance, inconsistent rigor, uneven curriculum implementation, weak instructional response to data, gaps in support for at-risk learners, and risk to system sustainability during leadership turnover. The handbook makes the school's response explicit, repeatable, and less dependent on any one leader.

AT A GLANCE

5	1	3	20
schoolwide instructional priorities	primary daily planning artifact	distinct feedback functions	implementation appendices, A–T

Takeaway

The handbook creates the common language, tools, and accountability structure required for improvement to be monitored and sustained.

The Most Significant Changes

Part I: Instructional coherence, planning, rigor, and classroom culture

KEY SHIFT	WHAT CHANGED	WHY IT MATTERS
1. One Schoolwide Instructional Model	The handbook names five priorities: purposeful standards-aligned instruction; cognitive lift and rigor; checks for understanding and responsive teaching; student discourse and academic belonging; and classroom systems that protect learning.	Teachers, coaches, and leaders now use the same language and look-fors. Instructional feedback can focus on a small, stable set of practices instead of shifting initiatives.
2. Curriculum Fidelity With Professional Judgment	Adopted curriculum, pacing guidance, and required assessments become the instructional foundation. Teachers may scaffold and supplement purposefully, but major replacement, skipping, or reordering requires communication and approval. Appendix T identifies adopted resources by course.	This directly addresses low-rigor substitution and fragmented course experiences while preserving thoughtful adaptation for student access, cultural relevance, and data-based response.
3. Planning Redesigned Around Usefulness	The Daily Lesson Snapshot replaces the former full lesson-plan template for routine daily planning and removes routine two-week-ahead eDoctrina uploads. The Snapshot is posted daily in the classroom purple folder; detailed planning is requested when it will be reviewed and supported.	The system reduces low-value paperwork while making planning visible. Leaders can verify daily readiness, and coaching or formal support can require deeper planning evidence when it will produce feedback.
4. Rigor Made Observable	Common Board Configuration, learning targets, Criteria for Success, exemplars, higher-order questioning, checks for understanding, Think-Pair-Share, Habits of Discussion, writing, annotation, and exit evidence are defined as connected classroom practices.	The focus moves beyond student compliance or activity completion to whether students are thinking, explaining, writing, discussing, and producing evidence aligned to the lesson objective.
5. Tier 1 Culture Aligned to Learning	The handbook connects the Core Pillars to routines, proactive behavior supports, calm redirection, classroom reset and re-entry, restorative follow-up, documentation, family communication, and clear thresholds for involving SST or leadership.	Teachers receive a consistent first-response pathway designed to preserve dignity, reduce unnecessary escalation and instructional removal, and align classroom practice with the Community Culture Handbook and discipline matrix.

The planning and classroom-practice changes are intentionally designed to support implementation rather than paperwork for its own sake.

The Most Significant Changes

Part II: Grading, data use, diverse learners, coaching, and sustainable systems

KEY SHIFT	WHAT CHANGED	WHY IT MATTERS
1. A Clear, Traditional Grading Model	The handbook replaces standards-based grading language with a traditional weighted model anchored in standards-aligned instruction. PowerSchool is the official gradebook; raw scores, common categories and weights, timely updates, and clear distinctions among completed, missing, late, and absent work are established.	Students and families receive more transparent and comparable information. Grades remain connected to meaningful evidence while avoiding the distortion of daily assignment scores.
2. Data Must Lead to Instructional Action	Daily evidence, exit tickets, assessments, student work, gradebook trends, NWEA, IXL, and other data sources are connected to reteaching, reassessment, spiraling, grouping, intervention, enrichment, progress monitoring, and structured data conversations.	The expectation is no longer to collect data without response. Teachers and leaders should be able to name the misconception, the instructional adjustment, and the evidence that will show whether the response worked.
3. Diverse Learners Embedded in Core Instruction	Differentiation, scaffolds, accommodations, IEPs, 504 plans, ENL supports, support for English learners and students with disabilities, culturally responsive instruction, co-teaching, push-in support, collaboration, and progress monitoring are consolidated into one instructional section.	Support for at-risk learners becomes part of daily Tier 1 instruction rather than a separate add-on. The handbook reinforces grade-level access without lowering expectations and strengthens compliance-aligned collaboration.
4. Walkthroughs, Coaching, and Evaluation Clarified	The handbook separates routine walkthrough evidence, coaching conversations and action plans, and formal observation/evaluation documentation while keeping them aligned to common priorities. Debriefs require a high-leverage action step, support, timeline, and evidence of follow-through.	Teachers can better distinguish developmental support from formal evaluation. Leaders gain continuity from classroom evidence to coaching and, when necessary, formal support or accountability.
5. Platform Roles and Mutual Accountability	eDoctrina, Google Classroom, PowerSchool, IXL, and assessment platforms receive defined purposes. The handbook also names teacher responsibilities, leadership support commitments, clarification pathways, a support-first accountability progression, and a formal curriculum concern process.	The school reduces duplication and ambiguity while making implementation a shared responsibility. Accountability includes leadership follow-through, access, training, feedback, and timely response–not only teacher compliance.
PROGRAM IDENTITY	ALCS is no longer represented as an AVID school. The handbook preserves useful college- and career-readiness practices–writing, inquiry, collaboration, organization, and reading–as school-owned instructional habits rather than as a separate program identity.	

How the Handbook Supports Renewal Work

The handbook translates major external findings into concrete expectations, tools, and evidence.

RENEWAL / PERFORMANCE RISK	HANDBOOK RESPONSE	EVIDENCE TO MONITOR
Inconsistent rigor and pedagogy	Five instructional priorities; Criteria for Success; higher-order questioning; CFUs; discourse; writing; exit evidence.	Walkthrough trends; student work; quality of questioning; all-student response; exit-ticket evidence.
Curriculum infidelity and low-rigor substitution	Adopted curriculum as the foundation; pacing monitoring; unit and lesson internalization; curriculum concern process.	Alignment among curriculum, Snapshot, student materials, pacing, and assessment tasks.
Data collected without consistent instructional response	Daily evidence, data meetings, reteaching, reassessment, spiraling, intervention, and progress monitoring.	Documented misconceptions, regrouping, reteach plans, follow-up evidence, and student progress.
Weak or inconsistent support for at-risk learners	Explicit IEP, 504, ENL, co-teaching, collaboration, grade-level access, and progress-monitoring expectations.	Support implementation, collaboration records, intervention evidence, compliance indicators, and subgroup growth.
Systems vulnerable to leadership turnover	Shared tools, common look-fors, differentiated coaching, platform roles, action-step follow-through, and mutual accountability.	Consistency across observers; completed follow-up; stable implementation routines; fewer leader-dependent practices.

Board Oversight: The Questions That Matter

MONITOR IMPLEMENTATION

- What do walkthrough trends show about the five priorities across classrooms?
- Are adopted curricula, pacing, and required assessments actually in use?
- Are coaching action steps followed through and visible in later instruction?
- Is evidence leading to reteaching, regrouping, intervention, and student growth?
- Are students with disabilities and English learners receiving documented, effective support?

PROTECT THE CONDITIONS

- Aligned summer PD and yearlong reinforcement–not one-time training.
- Protected coaching, data-meeting, and collaboration time.
- Curriculum access, course readiness, platform setup, and staff training.
- Leadership calibration and capacity to complete follow-up consistently.
- Quarterly review of implementation evidence and timely course correction.

The handbook establishes the system. Student outcomes will depend on disciplined implementation, monitoring, and timely support.

Governance boundary: The Instructional Handbook does not replace the Employee Handbook, Community Culture Handbook, Collective Bargaining Agreement, Board-approved policies, or legal/compliance requirements. Sources: ALCS Instructional Handbook 2026–2027 (Revised for Principal Review); SUNY Charter Schools Institute School Evaluation Report, July 8, 2026.

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2026–2027 COMMUNITY CULTURE HANDBOOK SET

Board Highlights, Key Changes, and Implementation Significance

Prepared for the ALCS Board of Trustees | July 2026

This is a culture-system redesign.

The new handbook set replaces fragmented, rule-heavy parent/student materials with one coherent community framework built around belonging, shared responsibility, clear expectations, support, and accountability.

Executive Summary

The 2026–2027 ALCS Community Culture Handbook and companion Community Guide and Family Resources represent a major redesign of how ALCS communicates culture, conduct, support, and accountability. The former materials combined parent guidance, academic rules, detailed prohibited-conduct tiers, disciplinary procedures, and lengthy legal notices in a dense compliance document. The new set creates a shared, accessible framework for scholars, families, staff, and community partners; defines rights and responsibilities; operationalizes the Core Pillars; introduces positive recognition and support systems; and retains clear administrative responses and due process for serious behavior. The shift is not from accountability to leniency. It is from consequence-first communication to a coherent culture system in which expectations are taught, positive behavior is reinforced, harm is repaired, support is provided, and safety remains protected.

WHY NOW	Families and scholars need a guide they can understand and use. Staff need a common culture language and response pathway. ALCS also needs systems that are consistent, equitable, educational, and aligned with restorative practice, MTSS, student support, current academic expectations, and family partnership.

AT A GLANCE

1	4	4	8
unified community framework	Core Pillars made actionable	layers in the support and accountability continuum	companion resource appendices

Takeaway

The redesign strengthens accountability by making expectations clearer, supports more visible, and implementation less dependent on individual interpretation.

The Most Significant Changes

Part I: Community identity, language, shared commitments, and recognition

KEY SHIFT	WHAT CHANGED	WHY IT MATTERS
1. One Unified Community Culture System	The former parent/student and Code of Conduct materials are consolidated into one Community Culture Handbook for scholars, families, staff, and community partners. Eleven parts now move from shared values and commitments through learning, attendance, supports, safety, and accountability.	Everyone receives the same culture message. The new structure reduces duplication, conflicting interpretations, and the need to search through a dense policy document to understand daily expectations.
2. Language Shift: Compliance to Belonging and Responsibility	Compliance-heavy and sometimes paternalistic language is replaced with clear, respectful, family-inclusive language centered on dignity, voice, belonging, responsibility, growth, and partnership. Expectations and serious consequences remain explicit.	The guide is more understandable and culturally responsive without becoming vague. It strengthens trust and makes accountability something the community can explain, teach, and apply.
3. Core Pillars Made Actionable	Sisterhood, Scholarship, Service, and Leadership are defined through concrete community agreements and an ALCS Community Promise that names how members learn, communicate, serve, lead, and repair harm.	The pillars move from branding to behavior. They become common criteria for recognition, redirection, decision-making, and community reflection.
4. Rights, Responsibilities, and Staff Commitments	The handbook explicitly names scholar rights and responsibilities, family rights and responsibilities, and staff commitments related to relationships, high expectations, support, communication, fairness, and professionalism.	Accountability is reciprocal rather than student-only. Scholars and families can see both what is expected of them and what they should expect from ALCS.
5. Positive Recognition Added to the Behavior System	A Recognition & Behavior Tracking System celebrates positive behaviors tied to the Core Pillars and uses behavior data to identify patterns, inform family communication, and connect scholars to MTSS supports.	The culture system becomes proactive, not only reactive. ALCS can reinforce what is working, intervene earlier, and monitor consistency and equity across classrooms.

The redesign makes culture something the entire community can understand, practice, and reinforce; not simply a list of rules students must follow.

The Most Significant Changes

Part II: Attendance, academics, support, accountability, and family access

KEY SHIFT	WHAT CHANGED	WHY IT MATTERS
1. Attendance Reframed as Engagement and Barrier Removal	The handbook preserves clear daily attendance, punctuality, ID, and make-up work expectations while adding early communication, barrier identification, family partnership, and layered supports when patterns emerge.	Attendance remains an accountability issue, but the response is more likely to address the reason for absence and reconnect the scholar before patterns become chronic.
2. Academic Expectations Updated for 2026–2027	The family-facing guide explains academic integrity, responsible AI use, traditional grading, PowerSchool, the temporary 50 for missing work, the 10-school-day submission window, excused-absence flexibility, and required reteaching before reassessment.	Scholars, families, and teachers receive one consistent message about grades, deadlines, support, and second opportunities. Academic accountability is aligned to the Instructional Handbook.
3. A Graduated Support and Accountability Continuum	The former four-tier prohibited-conduct model is replaced in the main guide by a continuum of classroom supports, restorative responses, student-support interventions, and administrative responses. Serious safety concerns still require immediate leadership action.	Responses can match severity, impact, age, previous interventions, and law. The system clarifies escalation without treating every concern as a formal discipline case.
4. Due Process, Support, and Re-Entry Made Explicit	Due process remains clear when removal may occur. Suspension or other significant responses are paired with re-entry planning, lessons learned, support, goal-setting, and relationship repair when appropriate. Academic, mental-health, restorative, and family supports are visible.	Removal is not treated as the end of the response. ALCS protects safety while creating a structured path back to learning and reducing repeat harm.
5. Main Handbook Plus a Practical Resource Companion	The main handbook focuses on values, expectations, and the community experience. A separate guide houses the uniform guide, behavior system, attendance and technology procedures, glossary, contacts and resources, partnership agreement, annual notices, and quick-reference pathways.	Families get a readable main guide and a practical reference book. Operational or legal updates can be maintained without rewriting the full culture narrative.
ACCOUNTABILITY RETAINED	The redesign does not remove consequences. Administrative conferences, temporary loss of privileges, detention or structured reflection, in-school suspension, out-of-school suspension, and other lawful responses remain available. The difference is that accountability now sits inside a system that also teaches expectations, provides support, preserves dignity, ensures due process, and plans for successful re-entry.	

How the Handbook Set Strengthens School Culture

The redesign turns values into shared expectations, supports, and observable systems.

CULTURE / IMPLEMENTATION RISK	HANDBOOK RESPONSE	EVIDENCE TO MONITOR
Dense, fragmented, and difficult-to-use parent/student materials	One shared handbook organized around community, learning, support, safety, and accountability; companion resource book for procedures.	Family and scholar comprehension; fewer conflicting messages; consistent staff use of the same reference.
Culture communicated mainly through rules and violations	Core Pillar agreements; Community Promise; rights and responsibilities; staff commitments; belonging and respectful communication.	Climate survey trends; scholar and family feedback; consistent language in classrooms, meetings, and communications.
Reactive discipline and uneven early intervention	Positive recognition, behavior tracking, restorative practice, MTSS-linked supports, and a graduated response continuum.	Recognition-to-referral patterns; repeat incidents; timeliness of supports; disaggregated behavior data and disproportionality.
Disciplinary removal without a clear return pathway	Due process, family notification, re-entry meetings, goal-setting, support planning, and restoration when appropriate.	Re-entry completion; follow-through on plans; return-to-class success; recurrence of the same behavior.
Academic, attendance, safety, and family guidance scattered or outdated	Current expectations for attendance, AI, grades, late work, devices, uniform support, reporting concerns, Title IX, safety, and resources.	Consistent PowerSchool and family communication; use of support/reporting pathways; completed notices and accessible resources.

Board Oversight: The Questions That Matter

MONITOR IMPLEMENTATION

- Are staff using the same recognition, redirection, escalation, documentation, due-process, and re-entry practices?
- Do behavior and recognition data show fair, consistent implementation by subgroup, grade, classroom, and behavior type?
- Can scholars and families explain their rights, expectations, reporting channels, supports, and appeal processes?
- Are attendance and behavior patterns triggering timely support before they escalate?
- Are family-facing academic expectations consistent with PowerSchool and the Instructional Handbook?

PROTECT THE CONDITIONS

- Final Board and legal review; alignment with the discipline matrix, safety plans, Title IX/DASA, attendance policy, and Board procedures.
- Completion and publication of companion appendices, annual notices, contacts, translations, and accessible formats.
- Staff, scholar, and family training with opportunities to practice the new routines.
- Clear ownership for behavior tracking, data review, family communication, and annual updates.
- Quarterly implementation review and prompt course correction.

The redesign does not lower expectations. It makes the culture clearer, accountability more educational, and responsibility for belonging and success shared by the entire community.

Governance boundary: The Community Culture Handbook is a community-facing guide. The discipline matrix, emergency plans, annual notices, Board-approved policies, and applicable legal requirements remain controlling and should be aligned to the final handbook set. Sources reviewed: ALCS Parent/Guardian Handbook 2026–2027; ALCS Community Culture Handbook 2026–2027; ALCS Community Guide and Family Resources 2026–2027.

Coversheet

Leadership Report Out

Section: II. Accountability
Item: A. Leadership Report Out
Purpose: Discuss
Submitted by:
Related Material: ALCS.26_27.PPR.JULY.26.pdf

ALBANY LEADERSHIP
CHARTER SCHOOL FOR GIRLS
A 6–12 Academy of Excellence

Sisterhood • Scholarship • Service • Leadership

Empowering Young Women. Building Leaders. Inspiring Change.

Panther Performance Report: Principal's Monthly Report to the Board of Trustees

July.28.2026

Presented By: Tamara Smith, Eds.,
Principal, Albany Leadership Charter School for Girls

DASHBOARD:

Area:	Status:	Key Metric:
Academic Achievement	🔴	Overall Regents Pass Rate: 27%
Attendance	🟢	N/A
School Culture	🟢	N/A
Staffing	🟡	6-8: 81% Positions Filled 9-12: 84% Positions Filled
Budget	🟡	Cash Flow Monitoring
Facilities	🟢	Summer Projects On Schedule
Compliance	🟢	All Deadlines Met

1. Principal's Executive Summary:

- Successfully completed June Regents administration.
- 8th and 12th grade graduations were successful.
- Working on staffing for 26-27 SY.
- Summer curriculum revisions underway.
- Summer projects on schedule (Deep Clean/Floors/Classroom Prep)

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2. Student Achievement:

Assessment Data:

- June 2026 AP Exams:

Exam	Course Pass Rate	Exam Count	Exam Pass Rate
African American Studies	75%	7	100%
Biology	100%	3	33%
English Language	100%	11	27%
US History	100%	12	50%

- June 2026 Regents:

Exam	Course Pass Rate	Exam Count	Exam Pass Rate	Exam Pass Rate (Enrolled)	Exam Pass Rate (Make-Ups)
English (ELA III)	94%	47	45%	19/42 - 45%	2/5 - 40%
Algebra I	73%	66	17%	3/22 - 14%	8/44 - 18%
Geometry	75%	37	3%	1/34 - 3%	0/3 - 0%
Algebra II	79%	23	0%	0/18 - 0%	0/5 - 0%
Earth and Space Science	85%	44	7%	3/42 - 7%	0/2 - 0%
Biology	70%	29	34%	10/27 - 37%	0/2 - 0%
Chemistry	90%	17	12%	1/16 - 6%	1/1 - 100%
*Earth Science**	--	8	13%	--	1/8 - 13%
*Living Environment**	--	7	29%	--	2/7 - 29%
Global History	73%	48	38%	15/40 - 38%	3/8 - 38%
US History	76%	25	92%	18/20 - 90%	5/5 - 100%

* Earth Science and Living Environment exams are only for the science courses through the 23-24 school year.

- Summer School:
  - Albany: 10 out of 11 Registered Students Attending = 91%
  - Schenectady: 10 out of 11 Registered Students Attending = 91%

- 2022 Cohort: Total June graduation rate of the 2022 cohort to 18/29 = 62%.
    - 6 Scholars who **DID NOT** Graduate': - All Currently Attending Summer School/Summer Regents Prep
        - Three credits short
        - Need science and math regents
        - Short 3 credits and math exam
        - Science and math exams
        - Science and math exams
        - Math exam

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3. Instruction & Curriculum:

Update on instructional priorities.

Strengthened schoolwide instructional expectations through a revised 2026–2027 Instructional Handbook that defines clear, consistent practices for curriculum use, lesson planning, rigor, student discourse, checks for understanding, data use, classroom systems, and coaching.

Aligned curriculum and course pathways across grades 6–12, prioritizing approved, standards-aligned core resources, stronger curriculum fidelity, coherent pacing, and reduced reliance on disconnected supplemental materials.

Designed a focused professional learning and coaching model centered on the highest-leverage needs identified by SUNY CSI: higher-order thinking, objective-aligned tasks, student cognitive lift, whole-class evidence of understanding, and stronger support for academically at-risk students.

Aligned instructional monitoring and coaching through a three-tool system: Redesigned our instructional walkthrough, Daily Lesson Snapshot check, and coaching-cycle tools so that each serves a distinct purpose while remaining aligned to the school's five instructional priorities;

- Purposeful, standards-aligned instruction
- Cognitive lift and rigor
- Checks for understanding and responsive teaching
- Student discourse and academic belonging
- Classroom systems that protect learning

The revised system creates a clearer pathway from classroom evidence to timely feedback, targeted support, implementation follow-through, and schoolwide trend analysis. Leadership is also exploring whether all three tools can be housed in eDoctrina to reduce fragmented documentation, improve accessibility, and maintain a clear separation between coaching and formal evaluation.

Connected academic rigor to school culture, embedding student voice, academic discussion, restorative classroom routines, and the ALCS pillars into daily instructional practice.

Instructional Highlights:

- The school is moving from isolated instructional initiatives toward one coherent, schoolwide system designed to improve classroom consistency, strengthen teacher implementation, and produce measurable gains in student learning—particularly in middle school ELA and mathematics, where renewal-related performance needs are most urgent.

4. School Culture:

Attendance:

- Student attendance rate
  - 25-26 Grades 6-8 - 84% Average Daily Attendance
  - 25-26 Grades 9-12 - 72% Average Daily Attendance
- Chronic absenteeism (Absent 10% or more of school days)
  - 25-26 Grades 6-8 - 60% of Students Chronically Absent
  - 25-26 Grades 9-12 - 77% of Students Chronically Absent

Behavior:

Metric:	Current: (25/26 SY)	Previous: (24/25 SY)
Suspensions	67	75
Referrals	63	67

Positive Behavior Recognition & Behavior Tracking: Building a Culture of Recognition and Belonging

At Albany Leadership Charter School, we believe every student deserves to be recognized for the positive choices they make each day. While our Discipline Matrix provides guidance for responding to behaviors that require support or intervention, our primary focus is creating a school culture where positive behavior is consistently noticed, celebrated, and reinforced.

Our Recognition & Behavior Tracking System is designed to promote a safe, supportive, and inclusive learning environment by acknowledging behaviors that reflect our core values of **Sisterhood, Scholarship, Leadership, and Service**. By intentionally recognizing positive behaviors, we strengthen students' sense of belonging, encourage personal responsibility, and reinforce the behaviors that contribute to a thriving school community.

Purpose:

The Recognition & Behavior Tracking System is intended to:

- Reinforce positive behaviors through consistent recognition.
- Promote a culture of belonging, encouragement, and mutual respect.
- Help students develop positive habits and social-emotional skills.
- Encourage intrinsic motivation while celebrating growth and effort.
- Provide students with timely, meaningful feedback on their behavior.
- Support consistency among staff in recognizing and reinforcing expected behaviors.
- Identify students who may benefit from additional behavioral supports or interventions through data-informed decision making.

What We Recognize:

Students may receive recognition for demonstrating behaviors such as:

- Showing kindness, empathy, and respect toward others.
- Demonstrating leadership and positive influence.
- Being prepared and actively engaged in learning.
- Persisting through challenges and demonstrating resilience.

- Following school expectations without reminders.
- Resolving conflicts respectfully.
- Supporting peers and contributing positively to the school community.
- Taking responsibility for their actions and making amends when mistakes occur.
- Demonstrating integrity, honesty, and accountability.
- Consistently embodying Albany Leadership Charter School's Core Pillars.

Behavior Tracking:

Behavior data is used to support—not label—students.

The behavior tracking system allows staff to:

- Recognize and celebrate positive behaviors.
- Monitor behavioral trends over time.
- Identify patterns that may require additional support.
- Provide timely interventions before behaviors escalate.
- Ensure equitable and consistent implementation of school expectations.
- Inform family communication and collaborative problem-solving.

Behavior data is reviewed regularly by school staff to identify students who may benefit from additional supports through our Multi-Tiered System of Supports (MTSS). The goal is to provide proactive interventions that help students succeed academically, socially, and emotionally.

Recognition Opportunities:

Positive behavior may be acknowledged in a variety of ways, including but not limited to:

- Positive behavior points or merits
- Verbal praise and positive feedback
- Positive phone calls, emails, or messages home
- Classroom and schoolwide recognition
- Student celebrations and incentive events
- Leadership opportunities
- Certificates or awards
- School announcements
- Special privileges aligned with school expectations

Recognition opportunities may vary throughout the school year as the school continues to develop engaging ways to celebrate student success.

A Growth-Oriented Approach:

At Albany Leadership Charter School, we recognize that behavior is a skill that can be taught, practiced, and strengthened. Every interaction is an opportunity for learning. While students are held accountable for their choices, our approach emphasizes teaching replacement behaviors, repairing harm, rebuilding relationships, and helping students develop the skills needed to be successful members of our school community.

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5. Operations:

- **Rentals:** Bryant & Stratton College:
  - Gym Rental: 9/21/26-2/26-27
- **Technology:** Chromebook Inventory - At the end of the last school year, we had a total of

324 Chromebooks in good condition and 109 damaged Chromebooks. We can repair approximately 75 of the damaged devices at no additional cost, which will leave us in a good position for the upcoming school year.
    - Chromebook Inventory.pdf
- **Safety:**
    - Otis Elevator Inspection
    - Otis Elevator Contract for 5 Years (2025-2030)
    - RBM Sprinkler Test
    - Fire Extinguisher Inspection
    - Meeting with the Albany Fire Inspection
- **Food Service:** Food Bid is Out and Finalized for the 2026-2027 school Year.
    - Raw Frozen Food: Ginsburg Foods
    - Bread: Rockland Bakery
    - Milk: Crescent Creamery
    - Kitchen Equipment:- Hill & Mark Distributors
- **Custodial And Landscaping/Snowremoval**
    - Martinez Cleaning LLC contract for 3 Years.
    - Capital District Landscaping
- **Upcoming Building Projects:** (Getting Pricing)
    - Gym Floor Work
    - Science Lab Chemical Disposal
    - Restripe Parking Lot

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6. Staffing & Human Resources:

- Director of Student Support Services: **Hiring for 26/27 SY**
    - Address the SUNY Charter Schools Institute notification (July 13, 2026) that the school is currently out of compliance with Special Education requirements and meet the September 1, 2026 deadline established by SUNY for compliance, by appointing a qualified administrator to oversee the Special Education program.
    - Respond to recommendations in the 2026 CSI Evaluation Report to strengthen oversight of Special Education, ENL, MTSS, and intervention services.
    - Provide centralized leadership for Special Education, English as a New Language (ENL), intervention programs, related services, and supports for at-risk scholars.
    - Strengthen compliance with IDEA, New York State Education Department regulations, IEP implementation, timelines, and required reporting.
    - Improve instructional coaching, co-teaching practices, and professional support for Special Education and ENL staff.
    - Enhance progress monitoring, intervention planning, and the use of student data to improve academic outcomes.
    - Increase collaboration among instructional leaders, intervention staff, counselors, and related service providers to better support scholars.
    - Improve outcomes for students with disabilities, English Language Learners, and other scholars requiring targeted academic and behavioral supports.
    - Build sustainable systems that strengthen accountability, improve organizational effectiveness, and support future charter renewal efforts.

6-8 July 2026 Teacher Retention				
Content Area	Total teachers	Total teachers retained	Percent of teachers retained	Reason/Notes
6th Grade HUM	1	1	100%	
6th Grade STEM	1	1	100%	
ELA 7/8	1	1	100%	
Social Studies 7/8	1	1	100%	
Math 7/8	1	1	100%	
Encores	3.5	2.5	71.42%	MS Art/Music Resignation: Eff. 5/15 Position Being Condensed for 26/27 SY
SPED	1	1	100%	
ENL	1	0	0%	Moved to Office Manager 26/27 SY- Need to Hire
Total	10.5	8.5	81%	
9-12 July 2026 Teacher Retention				
Content Area	Total teachers	Total teachers retained	Percent of teachers retained	Reason/Notes
ELA	2	2	100%	
Social Studies	2	2	100%	
Math	2	2	100%	
Science	3	2	67%	BIO - Not Invited Back for 26/27 SY - Need to Hire
Encores	4	4	100%	
Resident Teachers	1	0	0%	Teacher Left ACLS - Need to Hire - 26/27 SY
SPED	2	1	50%	Moved to ELA Position for 26/27 SY - Need to Hire
MTSS	0.5	0.5	100%	
ENL	2	2	100%	
Total	18.5	15.5	84%	

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7. Finance:

- Billing: 7/1:
  - Albany: 149
  - Cohoes: 2
  - East Greenbush: 1
  - Guilderland: 2
  - Lansingburgh: 6
  - Menands: 1

    - North Colonie: 4
    - Ravena: 1
    - Rensselaer: 6
    - Schenectady: 23
    - Schodack: 2
    - South Colonie: 2
    - Troy: 8
    - Waterford: 1
    - Watervliet: 7

  Total of **215** students - Billed in July 2026

- Bryant & Stratton College:
  - Gym Rental: 9/21/26-2/26-27
    - Total Hours: **388.00**
    - Total Amount: **$23,280**
    - Payment Dates: **9/1/26 & 1/1/27 ($11,640 - Two Equal Payments)**
- Grants:
  - N/A
- Major Purchases:
  - N/A
- Budget Concerns:
  - September Bond Payment - Status Update
- Cost Savings:
  - N/A

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8. Compliance:

Report on:

- Charter Requirements:
  - Accountability Plan Progress Report due 9/15/26 - Impact Charters on point
- State Reporting:
  - Annual Report due 8/3/26 - Impact Charters on point
  - EOY reporting due 8/5/26
- Testing Compliance:
- Special Education:
  - PD8 - Report of disciplinary removal of students with disabilities - due 8/21/26
- ENL:
  - Transition from NYSESLAT exams to WIDA exams in 26-27
- Civil Rights:
  - Civil Rights Data Collection for 25-26 tentatively set to open Dec. 2026
- Health & Safety: N/A

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9. Enrollment:

[Weekly Summer Enrollment Reports]

ENROLLMENT SNAPSHOT a/o 7/28

Enrollment Snapshot

GRADE	Budgeted Enrollment #	TOTAL IN PROGRESS REGISTRATIONS	Returning Student Applications	New Student Applications	Total Approved Registrations	GOAL # SEATS	ACTUAL # SEATS FILLED
6	45	50	0	50	18	55	
7	45	53	34	19	16	55	
8	40	55	46	9	15	55	
9	40	55	39	16	13	55	
10	40	53	40	13	10	55	
11	40	48	44	4	9	55	
12	25	26	26	(1 waitlisted)	7	26	26
Total:	**275**	**340**	**229**	**111**	**80**	**356**	

GRADE	TOTAL IN PROGRESS REGISTRATIONS	OUTSTANDING PORs
6	50	35
7	53	39
8	55	41
9	55	41
10	53	43
11	48	39
12	26	19
Total:	**340**	**257**

10. Community Engagement:

- **Athletic Awards Night**- June 3, 2026
- **ICAN End of Year BBQ**- June 4, 2026
- **8th Grade Class Trip to Thatcher Park**- June 5, 2026
- **8th Grade Prom with Green Tech Charter School**- June 6, 2026
- **Brighter Choice Charter School for Girls Shadow Day**- June 8, 2026
- **8th Grade Graduation Brunch & Rehearsal**- June 22, 2026
- **8th Grade Graduation**- June 24, 2026
- **Senior Garden Party & Rehearsal**- June 25, 2026
- **Commencement at the New York State Museum**- June 26, 2026

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11. Upcoming Events:

Date:	Event:
July 28	Board Meeting
August 18	Staff Returns
August 5 & 6	Instant Registration Days
August 18 - 31	Professional Development
September 1-3	26/27 Orientation Days/Material Pick Up
September 8	First Day of School!!!
September 8 - 11	ICAN Program Recruitment Week
September 28	National Suicide Awarness Month Candelighting Ceremony
September 28 - October 1	Fall NWEA
September 30	26/27 Back To School Night!

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12. Celebrations:

- 100% Pass Rate: AP AA Studies
  - 2 Scholars - 3s
  - 3 Scholars - 4s
  - 2 Scholars - 5s
  - 4 students passed an AP exam with a score of 3 or higher

- 100% of 2022 Cohort grads demonstrated College, Career, and Civic Readiness
  - 8 students earned Seal of Civic Readiness
  - 17 students passed a college-level course
- 26/27 Event Calendar Complete
- 26/27 Strategic Priorities Developed (CSI Evaluation)

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13. Principal's Priorities for Next Month:

1. Complete staffing for the 2026–2027 school year.
2. Finalize curriculum revisions.
3. Prepare for August professional development.
4. Complete building readiness and summer facilities work.
5. Analyze June Regents data and develop instructional action plans.
6. Upcoming Events - September Orientation Days & Back to School Night

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14. Information For the Board:

Board Awareness:

- N/A

Board Action Needed:

- Board Approval:
  - ALCS 26/27 Employee Handbook
  - ALCS 26/27 Instructional Handbook
    - ALCS 26/27 Instructional Handbook Board Highlights
  - ALCS 26/27 Community Culture Handbook
    - ALCS 26/27 Community Culture Handbook Board Highlights
  - ALCS 26/27 Athletic Handbook
  - Changes to Mission/Vision Statement:
    - Non-Material Change under SUNY.
      - **Mission Statement:**
        - At Albany Leadership Charter School for Girls, we empower young women to achieve academic excellence, build strong character, and grow into confident, compassionate leaders. Through rigorous instruction, meaningful relationships, and a culture rooted in scholarship, leadership, service, and sisterhood, every scholar develops the knowledge, confidence, integrity, and voice to thrive in college, career, and a life of purpose.
      - **Vision Statement:**
        - Albany Leadership Charter School for Girls is committed to becoming the premier 6–12 learning community for young women in the Capital Region, where every scholar is known,

challenged, affirmed, and prepared to lead. Our graduates leave ALCS with the academic foundation, courage, integrity, and commitment to create meaningful change in their communities and shape the future they choose.

Board Support Requested:

- N/A

Coversheet

Financial Statements

Section: III. Finance
Item: B. Financial Statements
Purpose: Discuss
Submitted by:
Related Material: ALCS Board Financial Report 26-0722.pdf

Unaudited Financial Report

Albany Leadership Charter School for Girls

For the period ended May 31, 2026

Prepared by
Joel Brice

Prepared on
July 22, 2026

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General Information

Estimated Results for FY 2027

1. Enrollment for FY 2027 was approximately 273.66 students (at funded count)
2. Net Income Available for Debt Service for FY 2026 is currently estimated to be $205,007.19
3. Actual Annual Debt Service for FY 2026 was $655,500.00
4. Debt Service Coverage Ratio (DSCR) for FY 2026 is currently estimated to be 0.31x Actual
5. Net Income available for Debt Service (NIADS) Delta to 1.0x Actual for FY 2026 is currently estimated to be (450,492.81)
6. Net Income available for Debt Service (NIADS) Delta to 1.10x Actual for FY 2026 is currently estimated to be (516,042.81)
7. Net Income available for Debt Service (NIADS) Delta to 2.25x Actual for FY 2026 is currently estimated to be (1,269,867.81)
8. Enrollment Delta to1.0x Actual was (25.00) students for FY 2026
9. Enrollment Delta to 1.10x Actual was (29.00) students for FY 2026
10. Enrollment Delta to 2.25x Actual was (70.00) students for FY 2026
11. Daily Operating Expenses for FY 2026 are currently estimated to be $15,003.09
12. Cash @ 60 Days Cash on Hand (DCOH) for FY 2026 would have been $900,185.60 as compared to the School's actual unrestricted cash balance of $57,501.20
13. Cash @ 75 Days Cash on Hand (DCOH) for FY 2026 would have been $1,125,231.99 as compared to the School's actual unrestricted cash balance of $57,501.20
14. Years needed to achieve 75 Days Cash on Hand (DCOH) as a result of operations @ 2.25x Actual based on FY 2026 expenses would be 4.68 years

Projected Results for FY 2027 (current budget version)

1. Net Income Available for Debt Service for FY 2027 is currently projected to be $643,357.32
2. Actual Annual Debt Service for FY 2027 is $653,900.00
3. Debt Service Coverage Ratio (DSCR) for FY 2027 is projected to be 0.98x Actual
4. Net Income available for Debt Service (NIADS) Delta to 1.0x Actual for FY 2027 is projected to be (10,542.68)
5. Net Income available for Debt Service (NIADS) Delta to 1.10x Actual for FY 2027 is projected to be (75,932.68)
6. Net Income available for Debt Service (NIADS) Delta to 2.25x Actual for FY 2027 is projected to be (827,917.68)
7. Enrollment Delta to1.0x Actual is projected to be (1.00) for FY 2027
8. Enrollment Delta to1.10x Actual is projected to be (4.00) for FY 2027
9. Enrollment Delta to 2.25x Actual is projected to be (43.00) for FY 2027
10. Daily Operating Expenses for FY 2027 are projected to be $14,014.80
11. Cash @ 60 Days Cash on Hand (DCOH) for FY 2027 would be $840,888.12
12. Cash @ 75 Days Cash on Hand (DCOH) for FY 2027 would be $1,051,110.15
13. Years needed to achieve 75 Days Cash on Hand (DCOH) as a result of operations @ 2.25x Actual based on FY 2027 expenses would be 4.15 years

Statement of Financial Position

July 1, 2025-May 31, 2026

	TOTAL		
	AS OF MAY 31, 2026	AS OF MAY 31, 2025 (PY)	$ CHANGE (PY)
Assets			
Current Assets			
Bank Accounts			
Bank Accounts			
1000 M&T Bank Operating Account - 7650	-56,072.13	371,342.45	-427,414.58
1001 M&T Bank Insured Cash Sweep - *7650	81,240.06		81,240.06
1050 M&T Bank Payroll Account - 7619	13,148.54	24,768.83	-11,620.29
1055 M&T Bank EC Student Activities Account - 6172	24,365.37	3,063.79	21,301.58
1060 M&T Bank Federal Funds Account - 6618	808.18	803.60	4.58
1075 M&T Bank Money Market Savings Account - 6864	370.31	100,499.55	-100,129.24
1095 Petty Cash	60.00	60.00	0.00
Total for Bank Accounts	**$63,920.33**	**$500,538.22**	**-$436,617.89**
Restricted Cash Held by Trustee			
Series 2019 Bonds - Bond Fund	565,613.33	552,016.24	13,597.09
Series 2019 Bonds - Debt Service Reserve Fund	743,478.44	747,302.99	-3,824.55
Series 2019 Bonds - Project Fund	9,653.27	9,305.45	347.82
Series 2019 Bonds - Repair & Replacement Fund	53.42	170,286.40	-170,232.98
Total for Restricted Cash Held by Trustee	**$1,318,798.46**	**$1,478,911.08**	**-$160,112.62**
Unrestricted Cash Held by Trustee			
Series 2019 Bonds - Revenue Fund	0.00	83.49	-83.49
Total for Unrestricted Cash Held by Trustee	**$0.00**	**$83.49**	**-$83.49**
Total for Bank Accounts	**$1,382,718.79**	**$1,979,532.79**	**-$596,814.00**
Accounts Receivable			
1110 Accounts Receivable			
1112 Grants - State	0.00	0.00	0.00
1113 Schools	206,560.15	508,806.06	-302,245.91
1114 Food Program - Child Nutrition	37.80	37.80	0.00
1117 Miscellaneous	0.00	0.00	0.00
Total for 1110 Accounts Receivable	**$206,597.95**	**$508,843.86**	**-$302,245.91**
Total for Accounts Receivable	**$206,597.95**	**$508,843.86**	**-$302,245.91**
Other Current Assets			

	TOTAL		
	AS OF MAY 31, 2026	AS OF MAY 31, 2025 (PY)	$ CHANGE (PY)
1119 Allowance for Doubtful Accounts	0.00	-4,027.18	4,027.18
12000 Undeposited Funds	0.00	0.00	0.00
12100 Inventory Asset	0.00	0.00	0.00
1405 Accrued Revenue	0.00	145,996.62	-145,996.62
1410 Prepaid Expenditures	$5,754.45	$0.00	$5,754.45
Prepaid Insurance	4,273.00	0.00	4,273.00
Total for 1410 Prepaid Expenditures	**$10,027.45**	**$0.00**	**$10,027.45**
Total for Other Current Assets	**$10,027.45**	**$141,969.44**	**-$131,941.99**
Total for Current Assets	**$1,599,344.19**	**$2,630,346.09**	**-$1,031,001.90**
Fixed Assets			
1500 EQUIPMENT			
1501 COMPUTERS & SOFTWARE	158,134.62	297,262.62	-139,128.00
1502 SERVER EQUIPMENT	0.18	107,281.18	-107,281.00
1503 PHONE SYSTEM	-0.06	17,308.94	-17,309.00
1504 OFFICE EQUIPMENT	19,583.42	121,317.42	-101,734.00
1505 OTHER	1,276.50	26,999.50	-25,723.00
1506 PHYS ED EQUIPMENT	-0.25	6,770.75	-6,771.00
1507 CAFETERIA EQUIPMENT	19,272.42	33,557.42	-14,285.00
Total for 1500 EQUIPMENT	**$198,266.83**	**$610,497.83**	**-$412,231.00**
1510 FURNITURE & FIXTURES	$0.00	$0.00	$0.00
1511 CLASSROOM FURNITURE	0.42	140,663.42	-140,663.00
1512 LIBRARY FURNITURE	-0.49	7,128.51	-7,129.00
1513 CAFETERIA FURNITURE	0.13	16,629.13	-16,629.00
1514 OFFICE FURNITURE	122,737.98	170,709.98	-47,972.00
Total for 1510 FURNITURE & FIXTURES	**$122,738.04**	**$335,131.04**	**-$212,393.00**
1520 LEASEHOLD IMPROVEMENTS	$383,903.11	$381,529.00	$2,374.11
1521 CABLING	47,799.00	47,799.00	0.00
Total for 1520 LEASEHOLD IMPROVEMENTS	**$431,702.11**	**$429,328.00**	**$2,374.11**
1530 Building	10,317,733.00	10,317,733.00	0.00
1599 Accumulated Depreciation			
1509 Accumulated Depreciation - Equipment	-136,274.82	-487,564.82	351,290.00
1519 Accumulated Depreciation - Furniture & Fixtures	-64,118.80	-258,786.80	194,668.00
1529 Accumulated Depreciation - Leasehold Improvements	-399,850.50	-379,325.50	-20,525.00
1539 Accumulated Depreciation - Buildings	-2,361,300.17	-2,013,607.17	-347,693.00
Total for 1599 Accumulated Depreciation	**-$2,961,544.29**	**-$3,139,284.29**	**$177,740.00**
Total for Fixed Assets	**$8,108,895.69**	**$8,553,405.58**	**-$444,509.89**

	TOTAL		
	AS OF MAY 31, 2026	AS OF MAY 31, 2025 (PY)	$ CHANGE (PY)
Other Assets			
1900 Right of Use Asset	592,806.00		592,806.00
Total for Other Assets	**$592,806.00**		**$592,806.00**
Total for Assets	**$10,301,045.88**	**$11,183,751.67**	**-$882,705.79**
Liabilities and Equity			
Liabilities			
Current Liabilities			
Accounts Payable			
2000 Accounts Payable	388,835.90	58,589.22	330,246.68
Total for Accounts Payable	**$388,835.90**	**$58,589.22**	**$330,246.68**
Other Current Liabilities			
1999 Payroll Portection Program Loan	0.00	0.00	0.00
2020 Accrued Expenses	14,007.00	20,597.00	-6,590.00
2240 Payroll Liabilities			
401k Retirement Plan Payable	-2,552.89	-0.37	-2,552.52
Accrued Bonuses	0.00	0.00	0.00
Accrued Payroll	1.83	-0.17	2.00
Accrued Vacation	23,463.72		23,463.72
AFLAC Premium Due	0.00	1,670.00	-1,670.00
Total for 2240 Payroll Liabilities	**$20,912.66**	**$1,669.46**	**$19,243.20**
2300 Deferred Revenue	$0.00	$0.00	$0.00
2302 Deferred Revenue FY 13-14	0.00	0.00	0.00
2303 Deferred Revenue FY 14-15	0.00	0.00	0.00
2304 Deferred Revenue FY 15-16	0.00	0.00	0.00
2305 Deferred Revenue FY 16-17	0.00	0.00	0.00
2306 Deferred Revenue FY 17-18	0.00	0.00	0.00
2307 Deferred Revenue FY 18-19	0.00	0.00	0.00
2308 Deferred Revenue FY 19-20	0.00	0.00	0.00
2309 Deferred Revenue FY 20-21	0.00	17,850.00	-17,850.00
2310 Deferred Revenue FY 21-22	0.00	17,703.37	-17,703.37
2311 Deferred Revenue FY 22-23	0.00	4,228.74	-4,228.74
2312 Deferred Revenue FY 23-24	0.00	0.00	0.00
2313 Deferred Revenue FY 24-25	36,521.32	1,095,631.40	-1,059,110.08
2314 Deferred Revenue FY 25-	391,228.26		391,228.26

	TOTAL		
	AS OF MAY 31, 2026	AS OF MAY 31, 2025 (PY)	$ CHANGE (PY)
26			
Total for 2300 Deferred Revenue	**$427,749.58**	**$1,135,413.51**	**-$707,663.93**
2399 Misc Other Current Liabilities	$0.00	$0.00	$0.00
2021 Accrued Special Activity Funds	$0.00	$0.00	$0.00
2021-0 National Honor Society	-334.05	0.00	-334.05
2021-1 Graduation	-0.06	-93.06	93.00
2021-10 Cheerleading	0.00	0.00	0.00
2021-11 Cohort Accounts	$0.00	$0.00	$0.00
13C Freshman	0.00	-9,234.00	9,234.00
15C Senior	0.00	14,433.00	-14,433.00
16C Junior	0.00	170.00	-170.00
17C Sophmore	0.00	105.00	-105.00
Total for 2021-11 Cohort Accounts	**$0.00**	**$5,474.00**	**-$5,474.00**
2021-12 STEP Club	0.00	0.00	0.00
2021-13 Teen Corp	0.00	0.00	0.00
2021-15 Sports	$0.00	$42.00	-$42.00
BB Basketball	0.00	0.00	0.00
Total for 2021-15 Sports	**$0.00**	**$42.00**	**-$42.00**
2021-16 Family Action	0.00	1,066.00	-1,066.00
2021-17 Employee Purchases	0.00	-1,107.00	1,107.00
2021-2 Prom	0.00	0.00	0.00
2021-4 Student Government	0.00	0.00	0.00
2021-5 Senior Trip	0.00	0.00	0.00
2021-9 Yearbook	0.00	0.00	0.00
Total for 2021 Accrued Special Activity Funds	**-$334.11**	**$5,381.94**	**-$5,716.05**
2350 Deferred Restricted Donations	$0.00	$0.00	$0.00
2350-1 Scholarships	0.00	0.00	0.00
2350-2 Food Bank Donations	0.00	0.00	0.00
2350-3 Unclaimed Scholarships	0.00	0.00	0.00
2350-4 College At The HighSchool	-1,350.00	0.00	-1,350.00
2350-5 Restricted Donations	0.00	0.00	0.00
Total for 2350 Deferred Restricted Donations	**-$1,350.00**	**$0.00**	**-$1,350.00**
Total for 2399 Misc Other Current Liabilities	**-$1,684.11**	**$5,381.94**	**-$7,066.05**
2400 Due To/From BoostEd	190,000.00	0.00	190,000.00
2401 Due To/From Brighter Choice Foundation	0.00		0.00
2450 Series 2019 Bonds - Current Portion	210,000.00		210,000.00
NYS Sales Tax Payable	0.00	0.00	0.00

	TOTAL		
	AS OF MAY 31, 2026	AS OF MAY 31, 2025 (PY)	$ CHANGE (PY)
Sales Tax Agency Payable	0.00	0.00	0.00
Total for Other Current Liabilities	**$860,985.13**	**$1,163,061.91**	**-$302,076.78**
Total for Current Liabilities	**$1,249,821.03**	**$1,221,651.13**	**$28,169.90**
Long-term Liabilities			
2900 ROU Liability	575,456.98		575,456.98
Notes Payable - City of Albany Capital Resource Corporation			
Series 2019 Bonds - Cost of Issuance	-256,443.00	-267,128.00	10,685.00
Series 2019 Bonds - PAR Value	8,815,000.00	9,230,000.00	-415,000.00
Series 2019 Bonds - Purchase Premium	467,373.34	486,847.34	-19,474.00
Total for Notes Payable - City of Albany Capital Resource Corporation	**$9,025,930.34**	**$9,449,719.34**	**-$423,789.00**
Total for Long-term Liabilities	**$9,601,387.32**	**$9,449,719.34**	**$151,667.98**
Total for Liabilities	**$10,851,208.35**	**$10,671,370.47**	**$179,837.88**
Equity			
32000 Unrestricted Net Assets	-238,504.88	249,657.06	-488,161.94
Net Income	-311,657.59	262,724.14	-574,381.73
Total for Equity	**-$550,162.47**	**$512,381.20**	**-$1,062,543.67**
Total for Liabilities and Equity	**$10,301,045.88**	**$11,183,751.67**	**-$882,705.79**

Statement of Activities

July 1, 2025-May 31, 2026

	TOTAL		
	JUL 1 2025 - MAY 31 2026	JUL 1 2024 - MAY 31 2025 (PY)	$ CHANGE (PY)
Income			
4000 PER PUPIL REVENUE			
Regular Education			
4001 Albany SD	3,293,016.10	4,328,261.50	-1,035,245.40
4005 Troy SD	108,430.15	164,314.00	-55,883.85
4007 Lansingburgh SD	52,715.57	12,486.09	40,229.48
4008 Schenectady SD	741,274.18	954,314.72	-213,040.54
4011 Bethlehem SD		13,059.99	-13,059.99
4012 East Greenbush SD	17,566.92	55,485.00	-37,918.08
4014 Watervliet SD	93,928.67	56,735.01	37,193.66
4015 Guilderland SD	27,118.65	26,040.32	1,078.33
4016 Cohoes SD	42,848.16	13,860.00	28,988.16
4018 North Colonie (Latham)	53,826.70	12,680.00	41,146.70
4019 Rensselaer SD	66,577.50	49,199.50	17,378.00
4020 Schodack SD	14,954.50		14,954.50
4021 South Colonie CSD	39,803.41	30,744.08	9,059.33
4022 Menands SD	16,958.37		16,958.37
4023 Shenendehowa SD		-0.15	0.15
4030 Mohonasen SD	1,026.00	0.17	1,025.83
4032 Scotia-Glenville	0.00		0.00
4033 Nisky		13,274.83	-13,274.83
4039 Waterford	2,636.31		2,636.31
4042 Rotterdam CSD	0.00		0.00
4043 Other		84,253.09	-84,253.09
4044 Schalmont	0.00		0.00
Total for Regular Education	**$4,572,681.19**	**$5,814,708.15**	**-$1,242,026.96**
Special Education Revenue		139,384.00	-139,384.00
Total for 4000 PER PUPIL REVENUE	**$4,572,681.19**	**$5,954,092.15**	**-$1,381,410.96**
4100 FEDERAL REVENUE (Grants)			
4101 Title 1A - Grant	139,453.00	179,152.00	-39,699.00
4102 Title IIA - Grant	12,490.00	24,083.00	-11,593.00
4104 Title IV A - Grant	8,160.00	14,060.00	-5,900.00
4105 ARP HL II		6,273.00	-6,273.00
4111 Misc. Federal Grants		149,066.00	-149,066.00
Total for 4100 FEDERAL REVENUE (Grants)	**$160,103.00**	**$372,634.00**	**-$212,531.00**
4200 STATE REVENUE (deleted)			
4202 CSP Grant		0.00	0.00
Total for 4200 STATE REVENUE (deleted)		**$0.00**	**$0.00**
4300 OTHER GRANTS			
4301 UAlbany Foundation	31,070.10	15,600.00	15,470.10
4301-1 Distraction Free Schools Grant	3,521.00		3,521.00
4304 Tobacco/Substance Abuse	17,500.00	35,000.00	-17,500.00

	TOTAL		
	JUL 1 2025 - MAY 31 2026	JUL 1 2024 - MAY 31 2025 (PY)	$ CHANGE (PY)
Prevention			
Total for 4300 OTHER GRANTS	**$52,091.10**	**$50,600.00**	**$1,491.10**
4400 CHILD NUTRITION PROGRAM			
4401 Child Nutrition - Federal	144,537.00	235,651.00	-91,114.00
4402 Child Nutrition - State	601.00		601.00
Total for 4400 CHILD NUTRITION PROGRAM	**$145,138.00**	**$235,651.00**	**-$90,513.00**
4500 OTHER REVENUE			
4503 Miscellaneous Income	$123.43		$123.43
4503-2 Donations	$242.52		$242.52
4503-2A Staff Donations	205.00	2,356.50	-2,151.50
4503-2C Annual Fund	5,670.00	4,518.40	1,151.60
4503-2D Restricted Donations Used		-1,378.00	1,378.00
Total for 4503-2 Donations	**$6,117.52**	**$5,496.90**	**$620.62**
4503-5 Student Fundraising	995.06		995.06
Total for 4503 Miscellaneous Income	**$7,236.01**	**$5,496.90**	**$1,739.11**
4505 Interest Income	44,201.00	171,476.20	-127,275.20
4508 Facilities Rental	39,447.50	32,032.50	7,415.00
Total for 4500 OTHER REVENUE	**$90,884.51**	**$209,005.60**	**-$118,121.09**
Sales		0.00	0.00
Total for Income	**$5,020,897.80**	**$6,821,982.75**	**-$1,801,084.95**
Gross Profit	**$5,020,897.80**	**$6,821,982.75**	**-$1,801,084.95**
Expenses			
5000 PERSONNEL			
BENEFITS			
5309 Retirement Plan	32,641.43	1,952.00	30,689.43
Insurance			
5301 Health	284,468.04	307,123.26	-22,655.22
5302 Dental	22,303.13	25,911.67	-3,608.54
5303 Life	3,037.98	4,135.88	-1,097.90
5305 State Disability	3,244.41	4,234.23	-989.82
5306 L/T Disability	3,588.49	4,883.33	-1,294.84
5307 Vision		4,040.88	-4,040.88
5313 HRA expense	38,459.37	69,111.99	-30,652.62
5314 Paid Family Leave	10,003.96	11,810.04	-1,806.08
5315 Short Term Disability - Suppl	7,475.88	9,699.87	-2,223.99
6204 Workers Comp. Insurance	-59,781.20	98,497.00	-158,278.20
Total for Insurance	**$312,800.06**	**$539,448.15**	**-$226,648.09**
PR Tax			
5304 NYS Unemployment	35,933.43	18,991.04	16,942.39
5310 SS - FICA/Medicare	196,814.52	243,667.65	-46,853.13
Total for PR Tax	**$232,747.95**	**$262,658.69**	**-$29,910.74**
Total for BENEFITS	**$578,189.44**	**$804,058.84**	**-$225,869.40**
SALARIES			
Administrative			

	TOTAL		
	JUL 1 2025 - MAY 31 2026	JUL 1 2024 - MAY 31 2025 (PY)	$ CHANGE (PY)
5221-1 Principal	113,668.59	139,405.00	-25,736.41
5221-3 Superintendant	154,810.70	123,855.00	30,955.70
5221-5 Business Manager		10,539.00	-10,539.00
5221-6 Business Admin	105,971.40	101,445.00	4,526.40
5221-81 Administrative Assistants	292,988.41	534,214.00	-241,225.59
Deans, Directors & Coordinators	Ksh351,910.45	Ksh309,817.00	Ksh42,093.45
5221-18 Dean of Students		0.00	0.00
Total for Deans, Directors & Coordinators	**$351,910.45**	**$309,817.00**	**$42,093.45**
Instructional Management			
5221-2 Assistant Principal		167,574.00	-167,574.00
Total for Instructional Management		**$167,574.00**	**-$167,574.00**
Total for Administrative	**$1,019,349.55**	**$1,386,849.00**	**-$367,499.45**
Instructional			
5222 Summer School Salaries		34,491.00	-34,491.00
5225-1 Reg Instructional	555,677.96	1,038,900.00	-483,222.04
5225-2 SPED Teacher	83,680.42	226,987.00	-143,306.58
5225-3 MS Reg. Instruction	232,895.85		232,895.85
Specialty Teachers	486,499.84	370,527.00	115,972.84
Therapist & Counselors			
5221-70 Guidance Counselor	124,584.92	86,938.00	37,646.92
5221-71 Social Worker	22,043.27	73,835.00	-51,791.73
Total for Therapist & Counselors	**$146,628.19**	**$160,773.00**	**-$14,144.81**
Total for Instructional	**$1,505,382.26**	**$1,831,678.00**	**-$326,295.74**
Non Instructional Personnel		Ksh1.00	-Ksh1.00
5015 Coaching Stipend		2,500.00	-2,500.00
5226 Food Service	Ksh110,871.79		$110,871.79
5226-2 Summer Food Program		67,860.00	-67,860.00
Total for 5226 Food Service	**$110,871.79**	**$67,860.00**	**$43,011.79**
5227-8 Other Stipends		1,160.00	-1,160.00
5229 Health Services	38,993.60	56,494.80	-17,501.20
Total for Non Instructional Personnel	**$149,865.39**	**$128,015.80**	**$21,849.59**
Total for SALARIES	**$2,674,597.20**	**$3,346,542.80**	**-$671,945.60**
Total for 5000 PERSONNEL	**$3,252,786.64**	**$4,150,601.64**	**-$897,815.00**
CONTRACTUAL			
5004 School Business Services	85,087.96		85,087.96
5025 Accounting		83,832.98	-83,832.98
6102 Payroll Services	31,595.39	31,720.70	-125.31
6104 Legal Services	10,459.50	57,526.40	-47,066.90
Other Purchased/Prof/Consulting			
5002 E-Rate Consultant	1,500.00	1,500.00	0.00
5016 Specialty Instruction	4,000.00	3,843.35	156.65
5021 Interpreting Services	1,995.00	8,353.75	-6,358.75
5026 Education Consultant	71,296.83	79,257.00	-7,960.17
6103 IT Consulting Services	22,000.00	38,021.00	-16,021.00

	TOTAL		
	JUL 1 2025 - MAY 31 2026	JUL 1 2024 - MAY 31 2025 (PY)	$ CHANGE (PY)
6112* Miscellaneous Expense	12,104.12	5,145.95	6,958.17
Total for Other Purchased/Prof/Consulting	**$112,895.95**	**$136,121.05**	**-$23,225.10**
Total for CONTRACTUAL	**$240,038.80**	**$309,201.13**	**-$69,162.33**
FACILITY			
6001 Mortage Interest	221,150.00	225,250.00	-4,100.00
6002 Middle School Building	79,204.50	326,647.71	-247,443.21
Insurance			
6202 Business Owners Insurance	26,170.00	24,582.00	1,588.00
6206 Commercial Umbrella Insurance	761.20	2,411.00	-1,649.80
6207 Property & Casualty Insurance	98,053.00		98,053.00
Total for Insurance	**$124,984.20**	**$26,993.00**	**$97,991.20**
Maintenance & Repairs			
5601 Janitorial Services - Regular	201,434.75	244,625.00	-43,190.25
5603 Pest Control	802.00	1,680.00	-878.00
5605 Elevator Maintenance	3,474.06	14,387.66	-10,913.60
5606 Security System	4,240.47	2,280.75	1,959.72
5607 Facility - Mgt./Repairs	34,800.32	51,823.31	-17,022.99
5608 Waste Removal	10,065.64	13,574.05	-3,508.41
5609 Door Repairs	870.00	2,037.30	-1,167.30
5610 Snow Removal	44,572.50	44,584.05	-11.55
5611 Heating & Air Cond. Maintenance	4,781.00		4,781.00
Total for Maintenance & Repairs	**$305,040.74**	**$374,992.12**	**-$69,951.38**
Rent Expense			
6150 Other Rent Expense			
Total for Rent Expense			
Utilities			
5701 Gas & Electric	74,520.37	60,730.50	13,789.87
5702 Water & Sewer	383.52	978.12	-594.60
Total for Utilities	**$74,903.89**	**$61,708.62**	**$13,195.27**
Total for FACILITY	**$805,283.33**	**$1,015,591.45**	**-$210,308.12**
OPERATIONS			
5401-20 Tests (Instructional)	1,846.80	8,762.15	-6,915.35
5407 Professional Development	6,333.29	7,290.15	-956.86
5442 Staff Appreciation	2,940.75	1,221.54	1,719.21
6107 Student Recruitment Marketing	12,466.59	19,887.15	-7,420.56
6107-1 Staff Recruitment	8,325.51	4,543.06	3,782.45
6114 Travel - Administrative Staff		229.73	-229.73
6115 Board of Trustees		13,939.00	-13,939.00
6130 Food Service	109,136.62	175,165.97	-66,029.35
Class & Field Trips			
6117-0 Field Trips	828.00	6,792.62	-5,964.62
6117-1 Field Trip Transportation	2,195.00		2,195.00
6117-2 Field Trips - College		2,650.00	-2,650.00
Total for Class & Field Trips	**$3,023.00**	**$9,442.62**	**-$6,419.62**
Classroom Supplies	$4,067.22		$4,067.22

	TOTAL		
	JUL 1 2025 - MAY 31 2026	JUL 1 2024 - MAY 31 2025 (PY)	$ CHANGE (PY)
5401-1 Classroom Supplies	10,022.17		10,022.17
5401-2 Art classroom supplies	295.76	276.21	19.55
5401-3 Textbooks/Workbooks		-0.30	0.30
5401-5 Science Classroom Supplies		212.51	-212.51
5408 First Aid Supplies		361.78	-361.78
Total for Classroom Supplies	**$14,385.15**	**$850.20**	**$13,534.95**
Computers & Software			
5901 Computers/Printers, etc	206.51	1,627.09	-1,420.58
5904 Computer Software	31,510.91	79,894.80	-48,383.89
5906 Power School			
Total for Computers & Software	**$31,717.42**	**$81,521.89**	**-$49,804.47**
Other Operations Expenses			
6109 Bank Fees	5,360.02		5,360.02
6113 Late Charge & Penalty	0.00		0.00
6116 Dues & Subscriptions	110,127.55	0.00	110,127.55
8000 Bad Debt Expense	2,600.00		2,600.00
FAMILY ACTION COMMITTEE			
6400 Community Engagement	1,403.49		1,403.49
Total for FAMILY ACTION COMMITTEE	**$1,403.49**		**$1,403.49**
Sports Program & Fitness			
6121 Sports Programming / Fitness	3,195.61	5,029.86	-1,834.25
6122 Transportation-sports	1,301.44	0.00	1,301.44
Total for Sports Program & Fitness	**$4,497.05**	**$5,029.86**	**-$532.81**
Total for Other Operations Expenses	**$123,988.11**	**$5,029.86**	**$118,958.25**
Phone Cable & Internet			
5801 Telephone/Internet/Cable	16,800.25	21,925.02	-5,124.77
Total for Phone Cable & Internet	**$16,800.25**	**$21,925.02**	**-$5,124.77**
POSTAGE/PRINTING/COPYING/OFFICE			
5401-4 Copier Paper & Staples	23,446.03	25,640.05	-2,194.02
5403-1 Maint. Agreement - Office Equip	14,851.12	41,712.03	-26,860.91
5404 Office Supplies & Materials	$5,741.34		$5,741.34
5404-1 Drinking Water	2,626.95	1,833.54	793.41
Total for 5404 Office Supplies & Materials	**$8,368.29**	**$1,833.54**	**$6,534.75**
5825 Postage & Shipping	3,654.66	7,041.49	-3,386.83
Total for POSTAGE/PRINTING/COPYING/OFFICE	**$50,320.10**	**$76,227.11**	**-$25,907.01**
Student Services			
5414 School Uniform Expense	14,631.66	18,284.23	-3,652.57
6107-2 Advertising - Other	35.89		35.89
Special Events			
5409 Supplies for School Functions	14,600.69	24,130.53	-9,529.84
5415 School Store Supplies	-700.00		-700.00
5416 School Prom Expense	1,350.00	2,607.89	-1,257.89
6217 Graduation	2,037.80	1,373.67	664.13
6218 Other Activities Expense	10,420.04	32,706.11	-22,286.07

	TOTAL		
	JUL 1 2025 - MAY 31 2026	JUL 1 2024 - MAY 31 2025 (PY)	$ CHANGE (PY)
Total for Special Events	**$27,708.53**	**$60,818.20**	**-$33,109.67**
Total for Student Services	**$42,376.08**	**$79,102.43**	**-$36,726.35**
Transportation			
5502* Courtesy Bus	149,474.95	131,732.51	17,742.44
5504 CDTA Swipers	7.00	1,736.00	-1,729.00
Total for Transportation	**$149,481.95**	**$133,468.51**	**$16,013.44**
Total for OPERATIONS	**$573,141.62**	**$638,606.39**	**-$65,464.77**
Total for Expenses	**$4,871,250.39**	**$6,114,000.61**	**-$1,242,750.22**
Net Operating Income	**$149,647.41**	**$707,982.14**	**-$558,334.73**
Other Expenses			
6110 Depreciation Expense	461,305.00	445,258.00	16,047.00
Total for Other Expenses	**$461,305.00**	**$445,258.00**	**$16,047.00**
Net Other Income	**-$461,305.00**	**-$445,258.00**	**-$16,047.00**
Net Income	**-$311,657.59**	**$262,724.14**	**-$574,381.73**

Statement of Cash Flows

July 1, 2025-May 31, 2026

ACCOUNT NAME	TOTAL
OPERATING ACTIVITIES	
Net Income	-311,657.59
Adjustments to reconcile Net Income to Net Cash provided by operations:	
1113 Accounts Receivable:Schools	-72,371.03
1405 Accrued Revenue	199,999.62
1410 Prepaid Expenditures	-5,754.45
1509 Accumulated Depreciation:Accumulated Depreciation - Equipment	68,088.00
1519 Accumulated Depreciation:Accumulated Depreciation - Furniture & Fixtures	16,284.00
1529 Accumulated Depreciation:Accumulated Depreciation - Leasehold Improvements	15,840.00
1539 Accumulated Depreciation:Accumulated Depreciation - Buildings	361,093.00
2000 Accounts Payable	60,167.51
2020 Accrued Expenses	-21,941.25
2021-0 Misc Other Current Liabilities:Accrued Special Activity Funds:National Honor Society	-334.05
2313 Deferred Revenue:Deferred Revenue FY 24-25	-7,617.32
2314 Deferred Revenue:Deferred Revenue FY 25-26	373,728.26
2350-4 Misc Other Current Liabilities:Deferred Restricted Donations:College At The HighSchool	-1,350.00
2400 Due To/From BoostEd	0.00
2401 Due To/From Brighter Choice Foundation	0.00
Payroll Liabilities:401k Retirement Plan Payable	-2,552.59
Payroll Liabilities:Accrued Payroll	-451,829.00
Prepaid Expenditures:Prepaid Insurance	-4,273.00
Sales Tax Agency Payable	0.00
Total for Adjustments to reconcile Net Income to Net Cash provided by operations:	**$527,177.70**
Net cash provided by operating activities	**$215,520.11**
INVESTING ACTIVITIES	
1520 LEASEHOLD IMPROVEMENTS	-2,374.11
Net cash provided by investing activities	**-$2,374.11**
FINANCING ACTIVITIES	
2900 ROU Liability	-17,349.02
Net cash provided by financing activities	**-$17,349.02**
NET CASH INCREASE FOR PERIOD	**$195,796.98**
Cash at beginning of period	**$1,186,921.81**
CASH AT END OF PERIOD	**$1,382,718.79**

Remaining Budget Capacity

July 1, 2025-May 31, 2026

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET BY	PERCENT OF BUDGET
Income				
4000 PER PUPIL REVENUE				
Regular Education				
4001 Albany SD	3,293,016.10	3,560,004.35	-266,988.25	92.5 %
4005 Troy SD	108,430.15	118,020.69	-9,590.54	91.87 %
4007 Lansingburgh SD	52,715.57	78,226.29	-25,510.72	67.39 %
4008 Schenectady SD	741,274.18	808,171.78	-66,897.60	91.72 %
4012 East Greenbush SD	17,566.92	18,843.60	-1,276.68	93.22 %
4014 Watervliet SD	93,928.67	101,135.68	-7,207.01	92.87 %
4015 Guilderland SD	27,118.65	29,584.00	-2,465.35	91.67 %
4016 Cohoes SD	42,848.16	46,855.66	-4,007.50	91.45 %
4018 North Colonie (Latham)	53,826.70	58,720.00	-4,893.30	91.67 %
4019 Rensselaer SD	66,577.50	72,630.00	-6,052.50	91.67 %
4020 Schodack SD	14,954.50	16,314.00	-1,359.50	91.67 %
4021 South Colonie CSD	39,803.41	43,752.08	-3,948.67	90.97 %
4022 Menands SD	16,958.37	18,500.05	-1,541.68	91.67 %
4030 Mohonasen SD	1,026.00	1,026.00	0.00	100.0 %
4039 Waterford	2,636.31	2,636.31	0.00	100.0 %
4042 Rotterdam CSD		-7,617.32	7,617.32	-0.0 %
Total for Regular Education	**$4,572,681.19**	**$4,966,803.17**	**-$394,121.98**	**92.06 %**
Special Education Revenue				
4002 Albany SD - SPEC ED		169,166.00	-169,166.00	0.0 %
4004 Schenectady SD_SPEC ED		21,107.00	-21,107.00	0.0 %
4034 Rensselaer - SPEC ED		30,452.00	-30,452.00	0.0 %
Total for Special Education Revenue		**$220,725.00**	**-$220,725.00**	**0.0 %**
Total for 4000 PER PUPIL REVENUE	**$4,572,681.19**	**$5,187,528.17**	**-$614,846.98**	**88.15 %**
4100 FEDERAL REVENUE (Grants)				
4101 Title 1A - Grant	139,453.00	139,453.00	0.00	100.0 %
4102 Title IIA - Grant	12,490.00	12,490.00	0.00	100.0 %
4104 Title IV A - Grant	8,160.00	8,160.00	0.00	100.0 %
Total for 4100 FEDERAL REVENUE (Grants)	**$160,103.00**	**$160,103.00**	**$0.00**	**100.0 %**
4300 OTHER GRANTS				
4301-1 Distraction Free Schools Grant	3,521.00	3,521.00	0.00	100.0 %
4301 UAlbany Foundation	31,070.10	31,070.10	0.00	100.0 %
4304 Tobacco/Substance Abuse Prevention	17,500.00	17,500.00	0.00	100.0 %
Total for 4300 OTHER GRANTS	**$52,091.10**	**$52,091.10**	**$0.00**	**100.0 %**
4400 CHILD NUTRITION PROGRAM				
4401 Child Nutrition - Federal	144,537.00	192,465.00	-47,928.00	75.1 %
4402 Child Nutrition - State	601.00	601.00	0.00	100.0 %
Total for 4400 CHILD NUTRITION PROGRAM	**$145,138.00**	**$193,066.00**	**-$47,928.00**	**75.18 %**

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET BY	PERCENT OF BUDGET
4500 OTHER REVENUE				
4503 Miscellaneous Income	$123.43	$108.50	$14.93	113.76 %
4503-2 Donations	$242.52		$242.52	
4503-2A Staff Donations	205.00	205.00	0.00	100.0 %
4503-2C Annual Fund	5,670.00	5,664.00	6.00	100.11 %
Total for 4503-2 Donations	**$6,117.52**	**$5,869.00**	**$248.52**	**104.23 %**
4503-5 Student Fundraising	995.06	995.06	0.00	100.0 %
Total for 4503 Miscellaneous Income	**$7,236.01**	**$6,972.56**	**$263.45**	**103.78 %**
4505 Interest Income	44,201.00	42,036.40	2,164.60	105.15 %
4508 Facilities Rental	39,447.50	39,447.50	0.00	100.0 %
Total for 4500 OTHER REVENUE	**$90,884.51**	**$88,456.46**	**$2,428.05**	**102.74 %**
Total for Income	**$5,020,897.80**	**$5,681,244.73**	**-$660,346.93**	**88.38 %**
Cost of Goods Sold				
Gross Profit	**$5,020,897.80**	**$5,681,244.73**	**-$660,346.93**	**88.38 %**
Expenses				
5000 PERSONNEL				
BENEFITS				
5309 Retirement Plan	32,641.43	4,257.00	28,384.43	766.77 %
Insurance				
5301 Health	284,468.04	286,959.13	-2,491.09	99.13 %
5302 Dental	22,303.13	22,268.24	34.89	100.16 %
5303 Life	3,037.98	3,032.07	5.91	100.19 %
5305 State Disability	3,244.41	3,244.41	0.00	100.0 %
5306 L/T Disability	3,588.49	3,581.51	6.98	100.19 %
5313 HRA expense	38,459.37	38,459.37	0.00	100.0 %
5314 Paid Family Leave	10,003.96	10,003.96	0.00	100.0 %
5315 Short Term Disability - Suppl	7,475.88	7,461.15	14.73	100.2 %
6204 Workers Comp. Insurance	-59,781.20	-59,781.20	0.00	100.0 %
Total for Insurance	**$312,800.06**	**$315,228.64**	**-$2,428.58**	**99.23 %**
PR Tax				
5304 NYS Unemployment	35,933.43	56,772.38	-20,838.95	63.29 %
5310 SS - FICA/Medicare	196,814.52	246,680.10	-49,865.58	79.79 %
Total for PR Tax	**$232,747.95**	**$303,452.48**	**-$70,704.53**	**76.7 %**
Total for BENEFITS	**$578,189.44**	**$622,938.12**	**-$44,748.68**	**92.82 %**
SALARIES				
Administrative				
5221-1 Principal	113,668.59	134,528.15	-20,859.56	84.49 %
5221-3 Superintendant	154,810.70	175,003.01	-20,192.31	88.46 %
5221-6 Business Admin	105,971.40	119,506.02	-13,534.62	88.67 %
5221-81 Administrative Assistants	292,988.41	318,356.13	-25,367.72	92.03 %
Deans, Directors & Coordinators	351,910.45	392,318.22	-40,407.77	89.7 %
Total for Administrative	**$1,019,349.55**	**$1,139,711.53**	**-$120,361.98**	**89.44 %**
Instructional				
5225-1 Reg Instructional	555,677.96	670,619.36	-114,941.40	82.86 %

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET BY	PERCENT OF BUDGET
5225-2 SPED Teacher	83,680.42	122,612.62	-38,932.20	68.25 %
5225-3 MS Reg. Instruction	232,895.85	302,187.59	-69,291.74	77.07 %
Specialty Teachers	486,499.84	722,822.14	-236,322.30	67.31 %
Therapist & Counselors				
5221-70 Guidance Counselor	124,584.92	183,903.91	-59,318.99	67.74 %
5221-71 Social Worker	22,043.27	35,030.23	-12,986.96	62.93 %
Total for Therapist & Counselors	**$146,628.19**	**$218,934.14**	**-$72,305.95**	**66.97 %**
Total for Instructional	**$1,505,382.26**	**$2,037,175.85**	**-$531,793.59**	**73.9 %**
Non Instructional Personnel				
5226 Food Service	110,871.79	125,200.23	-14,328.44	88.56 %
5229 Health Services	38,993.60	40,548.90	-1,555.30	96.16 %
Total for Non Instructional Personnel	**$149,865.39**	**$165,749.13**	**-$15,883.74**	**90.42 %**
Total for SALARIES	**$2,674,597.20**	**$3,342,636.51**	**-$668,039.31**	**80.01 %**
Total for 5000 PERSONNEL	**$3,252,786.64**	**$3,965,574.63**	**-$712,787.99**	**82.03 %**
CONTRACTUAL				
5004 School Business Services	85,087.96	69,583.35	15,504.61	122.28 %
6102 Payroll Services	31,595.39	34,285.84	-2,690.45	92.15 %
6104 Legal Services	10,459.50	12,184.50	-1,725.00	85.84 %
Other Purchased/Prof/Consulting				
5002 E-Rate Consultant	1,500.00	1,500.00	0.00	100.0 %
5016 Specialty Instruction	4,000.00	4,000.00	0.00	100.0 %
5021 Interpreting Services	1,995.00	2,415.00	-420.00	82.61 %
5026 Education Consultant	71,296.83	74,963.53	-3,666.70	95.11 %
6103 IT Consulting Services	22,000.00	24,000.00	-2,000.00	91.67 %
6112* Miscellaneous Expense	12,104.12	12,819.79	-715.67	94.42 %
Total for Other Purchased/Prof/Consulting	**$112,895.95**	**$119,698.32**	**-$6,802.37**	**94.32 %**
Total for CONTRACTUAL	**$240,038.80**	**$235,752.01**	**$4,286.79**	**101.82 %**
FACILITY				
6001 Mortage Interest	221,150.00	442,300.00	-221,150.00	50.0 %
6002 Middle School Building	79,204.50	79,204.50	0.00	100.0 %
Insurance				
6202 Business Owners Insurance	26,170.00	31,170.00	-5,000.00	83.96 %
6206 Commercial Umbrella Insurance	761.20	1,714.95	-953.75	44.39 %
6207 Property & Casualty Insurance	98,053.00	116,411.75	-18,358.75	84.23 %
6201 Liability Insurance		8,700.00	-8,700.00	0.0 %
6203 Directors & Officers Insurance		16,777.00	-16,777.00	0.0 %
6205 Accident - Student Insurance		1,105.00	-1,105.00	0.0 %
Total for Insurance	**$124,984.20**	**$175,878.70**	**-$50,894.50**	**71.06 %**
Maintenance & Repairs				
5601 Janitorial Services - Regular	201,434.75	207,612.15	-6,177.40	97.02 %
5603 Pest Control	802.00	976.00	-174.00	82.17 %
5605 Elevator Maintenance	3,474.06	3,724.06	-250.00	93.29 %
5606 Security System	4,240.47	5,444.08	-1,203.61	77.89 %
5607 Facility - Mgt./Repairs	34,800.32	37,039.46	-2,239.14	93.95 %
5608 Waste Removal	10,065.64	11,592.20	-1,526.56	86.83 %

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET BY	PERCENT OF BUDGET
5609 Door Repairs	870.00	870.00	0.00	100.0 %
5610 Snow Removal	44,572.50	44,572.50	0.00	100.0 %
5611 Heating & Air Cond. Maintenance	4,781.00	2,259.00	2,522.00	211.64 %
Total for Maintenance & Repairs	**$305,040.74**	**$314,089.45**	**-$9,048.71**	**97.12 %**
Utilities				
5701 Gas & Electric	74,520.37	91,563.83	-17,043.46	81.39 %
5702 Water & Sewer	383.52	383.52	0.00	100.0 %
Total for Utilities	**$74,903.89**	**$91,947.35**	**-$17,043.46**	**81.46 %**
Total for FACILITY	**$805,283.33**	**$1,103,420.00**	**-$298,136.67**	**72.98 %**
OPERATIONS				
5401-20 Tests (Instructional)	1,846.80	1,846.80	0.00	100.0 %
5407 Professional Development	6,333.29	6,333.29	0.00	100.0 %
5442 Staff Appreciation	2,940.75	3,540.75	-600.00	83.05 %
6107-1 Staff Recruitment	8,325.51	8,325.51	0.00	100.0 %
6107 Student Recruitment Marketing	12,466.59	12,516.59	-50.00	99.6 %
6130 Food Service	109,136.62	117,408.00	-8,271.38	92.96 %
Class & Field Trips				
6117-0 Field Trips	828.00	643.00	185.00	128.77 %
6117-1 Field Trip Transportation	2,195.00	4,390.00	-2,195.00	50.0 %
Total for Class & Field Trips	**$3,023.00**	**$5,033.00**	**-$2,010.00**	**60.06 %**
Classroom Supplies	$4,067.22		$4,067.22	
5401-1 Classroom Supplies	10,022.17	10,022.17	0.00	100.0 %
5401-2 Art classroom supplies	295.76	295.76	0.00	100.0 %
Total for Classroom Supplies	**$14,385.15**	**$10,317.93**	**$4,067.22**	**139.42 %**
Computers & Software				
5901 Computers/Printers, etc	206.51	206.51	0.00	100.0 %
5904 Computer Software	31,510.91	31,510.91	0.00	100.0 %
Total for Computers & Software	**$31,717.42**	**$31,717.42**	**$0.00**	**100.0 %**
Other Operations Expenses				
6109 Bank Fees	5,360.02	6,255.52	-895.50	85.68 %
6116 Dues & Subscriptions	110,127.55	111,806.94	-1,679.39	98.5 %
8000 Bad Debt Expense	2,600.00	2,600.00	0.00	100.0 %
FAMILY ACTION COMMITTEE				
6400 Community Engagement	1,403.49	1,403.49	0.00	100.0 %
Total for FAMILY ACTION COMMITTEE	**$1,403.49**	**$1,403.49**	**$0.00**	**100.0 %**
Sports Program & Fitness				
6121 Sports Programming / Fitness	3,195.61	1,449.61	1,746.00	220.45 %
6122 Transportation-sports	1,301.44	1,301.44	0.00	100.0 %
Total for Sports Program & Fitness	**$4,497.05**	**$2,751.05**	**$1,746.00**	**163.47 %**
Total for Other Operations Expenses	**$123,988.11**	**$124,817.00**	**-$828.89**	**99.34 %**
Phone Cable & Internet				
5801 Telephone/Internet/Cable	16,800.25	18,389.59	-1,589.34	91.36 %
Total for Phone Cable & Internet	**$16,800.25**	**$18,389.59**	**-$1,589.34**	**91.36 %**
POSTAGE/PRINTING/COPYING/OFFICE				
5401-4 Copier Paper & Staples	23,446.03	24,062.23	-616.20	97.44 %

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET BY	PERCENT OF BUDGET
5403-1 Maint. Agreement - Office Equip	14,851.12	7,574.36	7,276.76	196.07 %
5404 Office Supplies & Materials	$5,741.34	$5,741.34	$0.00	100.0 %
5404-1 Drinking Water	2,626.95	3,131.15	-504.20	83.9 %
Total for 5404 Office Supplies & Materials	**$8,368.29**	**$8,872.49**	**-$504.20**	**94.32 %**
5825 Postage & Shipping	3,654.66	4,843.14	-1,188.48	75.46 %
Total for POSTAGE/PRINTING/COPYING/OFFICE	**$50,320.10**	**$45,352.22**	**$4,967.88**	**110.95 %**
Student Services				
5414 School Uniform Expense	14,631.66	14,631.66	0.00	100.0 %
6107-2 Advertising - Other	35.89	8,035.89	-8,000.00	0.45 %
Special Events				
5409 Supplies for School Functions	14,600.69	10,516.69	4,084.00	138.83 %
5415 School Store Supplies	-700.00	-700.00	0.00	100.0 %
5416 School Prom Expense	1,350.00	1,350.00	0.00	100.0 %
6217 Graduation	2,037.80	2,617.50	-579.70	77.85 %
6218 Other Activities Expense	10,420.04	10,900.04	-480.00	95.6 %
Total for Special Events	**$27,708.53**	**$24,684.23**	**$3,024.30**	**112.25 %**
Total for Student Services	**$42,376.08**	**$47,351.78**	**-$4,975.70**	**89.49 %**
Transportation				
5502* Courtesy Bus	149,474.95	180,725.51	-31,250.56	82.71 %
5504 CDTA Swipers	7.00	7.00	0.00	100.0 %
Total for Transportation	**$149,481.95**	**$180,732.51**	**-$31,250.56**	**82.71 %**
Total for OPERATIONS	**$573,141.62**	**$613,682.39**	**-$40,540.77**	**93.39 %**
Total for Expenses	**$4,871,250.39**	**$5,918,429.03**	**-$1,047,178.64**	**82.31 %**
Net Operating Income	**$149,647.41**	**-$237,184.30**	**$386,831.71**	**-63.09 %**
Other Income				
Other Expenses				
6110 Depreciation Expense	461,305.00	498,738.00	-37,433.00	92.49 %
Total for Other Expenses	**$461,305.00**	**$498,738.00**	**-$37,433.00**	**92.49 %**
Net Other Income	**-$461,305.00**	**-$498,738.00**	**$37,433.00**	**92.49 %**
Net Income	**-$311,657.59**	**-$735,922.30**	**$424,264.71**	**42.35 %**

Projected Performance

Albany Leadership Charter School for Girls
Statement of Activities Projection
FY 2026 and FY 2027

	Projected FY 2026	Projected FY 2027
Enrollment---------->	273.66	270
Revenue		
4000 PER PUPIL REVENUE		
Regular Education		
4001 Albany SD	3,560,004.35	3,742,672.92
4005 Troy SD	118,020.69	121,846.74
4007 Lansingburgh SD	78,226.29	73,291.50
4008 Schenectady SD	808,171.78	857,465.76
4012 East Greenbush SD	18,843.60	19,545.60
4014 Watervliet SD	101,135.68	106,521.34
4015 Guilderland SD	29,584.00	30,271.80
4016 Cohoes SD	46,855.66	48,943.05
4018 North Colonie (Latham)	58,720.00	60,651.92
4019 Rensselaer SD	72,630.00	76,385.10
4020 Schodack SD	16,314.00	16,777.60
4021 South Colonie CSD	43,752.08	46,208.21
4022 Menands SD	18,500.05	19,682.32
4030 Mohonasen SD	1,026.00	1,076.00
4032 Scotia-Glenville	0.00	0.00
4039 Waterford	2,636.31	2,733.60
4042 Rotterdam CSD	(7,617.32)	0.00
4044 Schalmont	0.00	0.00
Total for Regular Education	**4,966,803.17**	**5,224,073.46**
Special Education Revenue		
4002 Albany SD - SPEC ED	169,166.00	80,246.60
4004 Schenectady SD_SPEC ED	21,107.00	8,327.71
4034 Rensselaer - SPEC ED	30,452.00	
4041 South Colonie CSD - Spec Ed	0.00	
Total for Special Education Revenue	**220,725.00**	**88,574.31**
Total for 4000 PER PUPIL REVENUE	**5,187,528.17**	**5,312,647.77**
4100 FEDERAL REVENUE (Grants)		
4101 Title 1A - Grant	139,453.00	137,587.92
4102 Title IIA - Grant	12,490.00	12,322.96
4104 Title IV A - Grant	8,160.00	8,050.87
Total for 4100 FEDERAL REVENUE (Grants)	**160,103.00**	**157,961.74**
4300 OTHER GRANTS		
4301 UAlbany Foundation	31,070.10	30,654.56
4301-1 Distraction Free Schools Grant	3,521.00	3,473.91
4304 Tobacco/Substance Abuse Prevention	17,500.00	17,265.95
Total for 4300 OTHER GRANTS	**52,091.10**	**51,394.42**
4400 CHILD NUTRITION PROGRAM		
4401 Child Nutrition - Federal	192,465.00	189,890.92
4402 Child Nutrition - State	601.00	592.96
Total for 4400 CHILD NUTRITION PROGRAM	**193,066.00**	**190,483.89**

Albany Leadership Charter School for Girls
Statement of Activities Projection
FY 2026 and FY 2027

	Projected FY 2026	Projected FY 2027
Enrollment---------->	273.66	270
4500 OTHER REVENUE		
4503 Miscellaneous Income	108.50	107.05
4503-2 Donations		
4503-2A Staff Donations	205.00	202.26
4503-2C Annual Fund	5,664.00	5,588.25
Total for 4503-2 Donations	**5,869.00**	**5,790.51**
4503-5 Student Fundraising	995.06	981.75
Total for 4503 Miscellaneous Income	**6,864.06**	**6,772.26**
4505 Interest Income	42,036.40	0.00
4508 Facilities Rental	39,447.50	39,500.00
Total for 4500 OTHER REVENUE	**88,347.96**	**46,272.26**
Total for Revenue	**5,681,136.23**	**5,758,760.07**
Gross Profit	**5,681,136.23**	**5,758,760.07**
Expenditures		
5000 PERSONNEL		
BENEFITS		
5309 Retirement Plan	4,257.00	4,500.00
Insurance		
5301 Health	286,959.13	295,567.90
5302 Dental	22,268.24	22,936.29
5303 Life	3,032.07	3,123.03
5305 State Disability	3,244.41	3,341.74
5306 L/T Disability	3,581.51	3,688.96
5313 HRA expense	38,459.37	39,613.15
5314 Paid Family Leave	10,003.96	10,304.08
5315 Short Term Disability - Suppl	7,461.15	7,684.98
6204 Workers Comp. Insurance	(59,781.20)	32,500.00
Total for Insurance	**315,228.64**	**418,760.14**
PR Tax		
5304 NYS Unemployment	56,772.38	96,971.70
5310 SS - FICA/Medicare	246,680.10	215,024.20
Total for PR Tax	**303,452.48**	**311,995.90**
Total for BENEFITS	**622,938.12**	**735,256.04**
SALARIES		
Administrative		
5221-1 Principal	134,528.15	115,360.00
5221-3 Superintendant	175,003.01	0.00
5221-6 Business Admin	119,506.02	123,091.20
5221-81 Administrative Assistants	318,356.13	327,906.81
Deans, Directors & Coordinators	392,318.22	274,622.75
Total for Administrative	**1,139,711.53**	**840,980.77**
Instructional		
5225-1 Reg Instructional	670,619.36	690,737.94
5225-2 SPED Teacher	122,612.62	126,291.00
5225-3 MS Reg. Instruction	302,187.59	311,253.22

Albany Leadership Charter School for Girls
Statement of Activities Projection
FY 2026 and FY 2027

	Projected FY 2026	Projected FY 2027
Enrollment----------->	**273.66**	**270**
Specialty Teachers	722,822.14	505,975.50
Therapist & Counselors		
5221-70 Guidance Counselor	183,903.91	128,732.73
5221-71 Social Worker	35,030.23	36,081.14
Total for Therapist & Counselors	**218,934.14**	**164,813.87**
Total for Instructional	**2,037,175.85**	**1,799,071.53**

Albany Leadership Charter School for Girls
Statement of Activities Projection
FY 2026 and FY 2027

	Projected FY 2026	Projected FY 2027
Enrollment----------->	**273.66**	**270**
Non Instructional Personnel		
5226 Food Service	125,200.24	128,956.24
5229 Health Services	40,548.90	41,765.37
Total for Non Instructional Personnel	**165,749.14**	**170,721.61**
Total for SALARIES	**3,342,636.52**	**2,810,773.91**
Total for 5000 PERSONNEL	**3,965,574.64**	**3,546,029.95**
CONTRACTUAL		
5004 School Business Services	69,583.35	90,000.00
6102 Payroll Services	34,285.84	35,500.00
6104 Legal Services	12,184.50	12,500.00
Other Purchased/Prof/Consulting		
5002 E-Rate Consultant	1,500.00	1,500.00
5016 Specialty Instruction	4,000.00	4,000.00
5021 Interpreting Services	2,415.00	2,500.00
5026 Education Consultant	74,963.53	75,000.00
6103 IT Consulting Services	24,000.00	24,000.00
6112* Miscellaneous Expense	12,819.79	13,250.00
Total for Other Purchased/Prof/Consulting	**119,698.32**	**120,250.00**
Total for CONTRACTUAL	**235,752.01**	**258,250.00**
FACILITY		
6001 Mortage Interest	442,300.00	433,900.00
6002 Middle School Building	79,204.50	0.00
Insurance		
6201 Liability Insurance	8,700.00	9,135.00
6202 Business Owners Insurance	31,170.00	32,750.00
6203 Directors & Officers Insurance	16,777.00	17,750.00
6205 Accident - Student Insurance	1,105.00	1,150.00
6206 Commercial Umbrella Insurance	1,714.95	1,800.00
6207 Property & Casualty Insurance	116,411.75	122,250.00
Total for Insurance	**175,878.70**	**184,835.00**
Maintenance & Repairs		
5601 Janitorial Services - Regular	207,612.15	181,500.00
5603 Pest Control	976.00	1,140.00
5605 Elevator Maintenance	3,724.06	3,950.00
5606 Security System	5,444.08	5,500.00
5607 Facility - Mgt./Repairs	37,039.46	38,500.00
5608 Waste Removal	11,592.20	12,000.00
5609 Door Repairs	870.00	950.00
5610 Snow Removal	44,572.50	47,500.00
5611 Heating & Air Cond. Maintenance	2,259.00	2,500.00
Total for Maintenance & Repairs	**314,089.45**	**293,540.00**
Utilities		
5701 Gas & Electric	91,563.83	96,125.00
5702 Water & Sewer	383.52	500.00
Total for Utilities	**91,947.35**	**96,625.00**

Albany Leadership Charter School for Girls
Statement of Activities Projection
FY 2026 and FY 2027

	Projected FY 2026	Projected FY 2027
Enrollment---------->	273.66	270
Total for FACILITY	**1,103,420.00**	**1,008,900.00**
OPERATIONS		
5401-20 Tests (Instructional)	1,846.80	2,000.00
5407 Professional Development	6,333.29	6,500.00
5442 Staff Appreciation	3,540.75	3,750.00
6107 Student Recruitment Marketing	12,516.59	20,672.80
6107-1 Staff Recruitment	8,325.51	8,500.00
6130 Food Service	117,408.00	120,000.00
Class & Field Trips		
6117-0 Field Trips	643.00	1,000.00
6117-1 Field Trip Transportation	4,390.00	4,500.00
Total for Class & Field Trips	**5,033.00**	**5,500.00**
Classroom Supplies		
5401-1 Classroom Supplies	10,022.17	10,500.00
5401-2 Art classroom supplies	295.76	350.00
Total for Classroom Supplies	**10,317.93**	**10,850.00**
Computers & Software		
5901 Computers/Printers, etc	206.51	250.00
5904 Computer Software	31,510.91	32,500.00
5906 Power School		
Total for Computers & Software	**31,717.42**	**32,750.00**
Other Operations Expenses		
6109 Bank Fees	6,255.52	6,300.00
6113 Late Charge & Penalty	0.00	0.00
6116 Dues & Subscriptions	111,806.94	115,000.00
8000 Bad Debt Expense	2,600.00	0.00
FAMILY ACTION COMMITTEE		
6400 Community Engagement	1,403.49	1,500.00
Total for FAMILY ACTION COMMITTEE	**1,403.49**	**1,500.00**
Sports Program & Fitness		
6121 Sports Programming / Fitness	1,449.61	1,500.00
6122 Transportation-sports	1,301.44	1,350.00
Total for Sports Program & Fitness	**2,751.05**	**2,850.00**
Total for Other Operations Expenses	**321,856.29**	**336,172.80**
Phone Cable & Internet		
5801 Telephone/Internet/Cable	18,389.59	19,500.00
Total for Phone Cable & Internet	**18,389.59**	**19,500.00**
POSTAGE/PRINTING/COPYING/OFFICE		
5401-4 Copier Paper & Staples	24,062.23	24,500.00
5403-1 Maint. Agreement - Office Equip	7,574.36	7,800.00
5404 Office Supplies & Materials	5,741.34	5,800.00
5404-1 Drinking Water	3,131.15	3,250.00
Total for 5404 Office Supplies & Materials	**40,509.08**	**41,350.00**
5825 Postage & Shipping	4,843.14	5,000.00
Total for POSTAGE/PRINTING/COPYING/OFFICE	**45,352.22**	**46,350.00**

Albany Leadership Charter School for Girls
Statement of Activities Projection
FY 2026 and FY 2027

	Projected FY 2026	Projected FY 2027
Enrollment----------->	**273.66**	**270**
Student Services		
5414 School Uniform Expense	14,631.66	16,500.00
6107-2 Advertising - Other	8,035.89	100,000.00
Special Events		
5409 Supplies for School Functions	10,516.69	11,000.00
5415 School Store Supplies	(700.00)	1,000.00
5416 School Prom Expense	1,350.00	1,500.00
6217 Graduation	2,617.50	3,000.00
6218 Other Activities Expense	10,900.04	11,000.00
Total for Special Events	**24,684.23**	**27,500.00**
Total for Student Services	**47,351.78**	**144,000.00**
Transportation		
5502* Courtesy Bus	180,725.51	190,000.00
5504 CDTA Swipers	7.00	100.00
Total for Transportation	**180,732.51**	**190,100.00**
Total for OPERATIONS	**613,682.39**	**736,122.80**
Total for Expenditures	**5,918,429.04**	**5,549,302.75**
Net Operating Revenue	**(237,292.81)**	**209,457.32**
Other Expenditures		
6110 Depreciation Expense	498,738.00	498,738.00
Total for Other Expenditures	**498,738.00**	**498,738.00**
Net Other Revenue	**(498,738.00)**	**(498,738.00)**
Net Revenue	**(736,030.81)**	**(289,280.68)**

Net Income Available for Debt Service	205,007.19	643,357.32
Actual Annual Debt Service	655,500.00	653,900.00
DSCR	0.31	0.98
NIADS Delta to 1.0x Actual	(450,492.81)	(10,542.68)
NIADS Delta to 1.10x Actual	(516,042.81)	(75,932.68)
NIADS Delta to 2.25x Actual	(1,269,867.81)	(827,917.68)
Enrollment Delta to 1.0x Actual	(25.00)	(1.00)
Enrollment Delta to 1.10x Actual	(29.00)	(4.00)
Enrollment Delta to 2.25x Actual	(70.00)	(43.00)
Daily Operating Expenses	15,003.09	14,014.80
Cash @ 60 DCOH	900,185.60	840,888.12
Cash @ 75 DCOH	1,125,231.99	1,051,110.15
Years of Ops to 75 DCOH @ 2.25x Actual	4.68	4.15