

## Full application Summary

Proposed Charter School Name	Edmund and Susan Gordon Charter School
Proposed Board President Name	Grant Valentine
Proposed Board President Email Address	████████████████████
Proposed Board President Telephone Number	██████████
Public Contact Name	Eugee Whyte
Public Contact Email Address	████████████████████
Public Contact Telephone Number	██████████
District of Location	East Ramapo Central School District
Opening Date	August 22, 2016
Proposed Charter Term	August 2016- July 2020
Proposed Management Company or Partners	Not Applicable
Projected Enrollment and Grade Span During Charter Term	Grade 6, Grade 7, Grade 8

**Mission Statement**

The Edmund and Susan Gordon Charter School will be structured as an inclusive model that will enroll students who are diverse in learning styles, levels of English language skills, socio/economic backgrounds and in their readiness for college and career. The utilization of School Wide Enrichment Model (SEM) as presented by Joseph S. Renzulli presents the foundation for the development of the school’s curriculum, culture and the provision of New York State mandated services for students with disabilities and English language learners. The curriculum of the school will be developed in line with the N.Y.S. Common Core Learning Standards and College and Career Standards. It will have embedded an integrated distributive and formative assessments protocol that provide real time feedback, differentiated teaching and learning transactions. It will also outline the provisions of comprehensive in school and out of school interventions for all students.

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## **I. Mission, Key Design elements, Enrollment and Community**

### **A. Objectives:**

Increase and improve learning opportunities for all students by encouraging the use of different and innovative teaching methods, with special emphasis on students with disabilities, economically disadvantaged students and English Language Learners. To ensure that the vision laid out in our school mission is attained, the education program of the school will fulfill the intent of the Charter Schools Act as listed in Education law §2850(2) and the board shall be guided by the intent of the Legislature. The Edmund and Susan Charter School will seek to serve a population of students with special needs, below required academic level and students who are English Language Learners. To meet these goals, the school will continually measure our progress in meeting the objectives inspired by our school's mission. We also seek to empower parents and students with more options for a quality public education so that all students will meet their full academic potential. These objectives have also been developed in concert with the New York State Education Department's Performance Benchmarks and the NYS CCLS. We expect that our school "Meet" and largely "Exceed" these benchmarks as we implement the educational initiatives needed to increase instruction and improve student social-emotional & educational outcomes.

Improve pupil learning by creating new professional opportunities for teachers.

We will accomplish this by providing a comprehensive system of social support for all students; a rigorous academic curriculum based on the common core standards and focused literacy and technology education delivered throughout all content areas. Use data and technology to meet and measure pupil outcomes and provide a method to change from rule-based to performance-based accountability systems. Since the school will be serving educationally disadvantaged students, the school will provide extra support through longer days, weekends and supplemental after school programs. We seek to deliver dynamic competition within the public school system to stimulate continual improvements in all public schools based on the Education Code Section 2850. To ensure that our school has staff capable of delivering the curriculum, we have developed a number of objectives to guide our hiring, class design, and professional development processes. We will hire appropriately certified teachers in all content areas who will teach small classes, with a maximum of 20 students per class, to maximize their ability to effectively differentiate instruction. We currently have a relationship with Rockland Community College and Nyack College that will facilitate us with consultants for professional development for teachers and mentoring of students. Similarly, we plan to cultivate student teaching relationships with our partner colleges so that many of the dedicated educators who have completed their student teaching at our school will want to join our staff to continue helping our students achieve their learning goals. For our Mathematics (math) and English Language Arts (ELA) courses, where our experience and knowledge of the current performance levels of our target students make us aware of the likely need for remediation, we plan to have each class taught by two certified teachers. In addition to fostering remediation, this teaching configuration also affords greater ease in delivering effective individual, small group, and whole class team teaching. There will be intensive professional development during the first two weeks of August

for all teachers. The activities will be focused on discussing how to best apply best research based practices in our classrooms. These sessions will also foster excitement and momentum for the upcoming school year. It is also our school's objective to have several specialized service providers from the community of Rockland who will support our teachers and our students who are at-risk of not achieving their learning goals. Our Special Education Coordinator will work with our special education teachers in developing strategies to address their needs. The student's Individualized Education Plan will be closely monitored so that the goals are met. Our English Language Learner (ELL) Coordinator will provide direct student intervention during after-school tutoring and provide small group instruction in all content area classes. The ELL Coordinator will also provide extra support for our ELLs' teachers as they provide sheltered instruction that minimizes linguistic demand while maintaining academic rigor.

### **B. Key Design Elements:**

All key design elements of the Edmund and Susan Gordon charter school arise from our belief in high expectations for all students, especially "at-risk" students who are overcoming disabilities, poverty, language barriers, and limited educational options that so often lead to academic struggles. Our school will provide a rigorous curriculum with a comprehensive system of academic and social-emotional supports to ensure that we support all students in developing the skills needed to learn challenging course content. We will educate students on how best to actively engage with technology to expand their learning and share that understanding with others. The Edmund and Susan Gordon charter school will be structured as an inclusive model that will enroll all students who are diverse in their learning styles, levels of English language skills, and in their readiness for colleges and careers in compliance with Article 56 of the NYS Education law. <sup>1</sup>The utilization of the School wide Enrichment Model (SEM) as presented by Joseph S. Renzulli, presents the foundation for the development of the school's curriculum, culture and the provision of New York State mandated services for students with disabilities and English language learners. The curriculum of the school will be founded on Common Core standards with College and Career Standards designed to assure that students graduate having mastered the NYS Common Core State Standards equipped with the knowledge and skills needed to graduate from college, university, trade school or enter into a career of their choice; integrate distributive and formative assessments that provide real time feedback; differentiate teaching and learning transactions, and provide comprehensive in-school and out-of-school interventions.

The key elements for the Edmund and Susan Gordon Charter School are:

1) Inclusiveness: Inclusive classrooms that will follow a program of studies where the regular curriculum, enrichment activity and the continuum of special services will be provided by licensed content area teachers, English as a second language teacher and special education teachers. Scheduling will be based on needs, with emphasis on co-teaching as a direct or indirect service and special education teacher supplementary services.

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<sup>1</sup> Renzulli, J. 2001. *Enriching Curriculum for All Students*. Skylight Professional Development.

2) Practical Experiential based learning using technology as a complementary tool for the learning process by the access to emerging technology devices, tools and services. The use of technology will encourage interactive and collaborative digital learning environments between parents and students that we believe are essential for preparing all our students to compete in the global information society. Teachers, administrators and parents will use mobile devices, texting, tweeting, social media, internet connectivity and online collaborative learning environments. Our students will also have the opportunity to take Internet and Computing Core Certification (IC3) courses leading to IC3 certification through partnership with outside agencies or community colleges. IC3 courses provide students with the foundational knowledge needed to succeed in environments that require the use of computers and the Internet, opening myriad career avenues for our students 21<sup>st</sup> Century Competencies: Students build valuable expertise (e.g. technological mastery). ESGCS will provide a web base digital library for reading and research.

Instructional methods will emphasize hands on learning. Students will have the opportunity to learn work related skills and responsible citizenship through internships and volunteer service opportunities. A rigorous, college-preparatory curriculum will provide liberal arts and STEM program for study in mathematics, English language arts (ELA), science, and social studies to foster student desire and capacity to learn independently, think critically, and communicate proficiently to succeed in postsecondary studies. Our academically- and socially-ready students will have the opportunity to take college courses from Rockland Community College and Nyack College, giving them the opportunity to take greater ownership of their education and accelerate their learning. The School's curriculum will be founded on Common Core State Standards and the skills students must master in order to succeed in college and beyond. Key to our school is our rigorous instructional program that unifies academics, literacy and technology in all content area classes. Teachers from each content area will design units, individual lesson plans, assessments, and assignments that promote content understanding, encourage meaningful character development, and prepare students for post-secondary success in their future college and professional careers.

3) Optimal use of time: The ESGCS will develop schedules leveraging instruction with modifications to include enrichment periods, technology delivered adaptive instruction, time for teachers to collaborate and plan and the inter-visitation of teachers. Students will attend classes at least 190 days each year and receive additional time for learning in summer and Saturday classes. There will also be in-school tutoring, after-school tutoring, extended day classes, vacation academies, and summer school for student remediation and enrichment.

4) Data driven instruction and Portfolio assessment: Students will be periodically assessed using both formative and interim summative assessment tools. The teachers and School Leader will evaluate student's products to determine the progress and make curriculum and program adjustments based on the data. The Testing Coordinator/Data Specialist will synthesize the results of assessments and prepare a measurable data analysis report for the teachers. The report will provide the basis for the enrichment strategies and academic intervention activities. Portfolios will be used to document and assess student products and progress, identifying students' strengths and deficiencies. To meet individual needs, teachers will use the results of frequent embedded formative assessments to personalize instruction (e.g., targeting small group instruction to similarly situated students). Teachers will use this data to drive instruction &

ensure all students- especially at-risk students- increase their learning. The Tutorial period will provide extra practice or intensive intervention for some, while for others it will offer an opportunity to move ahead at their own pace. These strategies will enhance our ability to achieve our objective and to meet New York State Education Department Charter School Performance Framework Benchmark 1: Student Performance and Benchmark 2: Teaching and Learning

5) Community Integration and Mentorship Programs: Instructional strategies and curriculum content will embrace the cultural background of the community. The school will engage the cultural entities and agencies in the community to partner with the school in order to fulfill the mission of educating our children. All families will receive regular communication, both digitally and offline, about their students' academic and behavioral progress, using data from formative and summative assessments as benchmarks for discussion. A Parent and Family Association composed of parents/guardians will also serve as a liaison to school leadership. Teachers and tutors will visit each student's home at the start of the year and devote three to five hours per week to family calls. The school will provide each student with a mentor from the community who models character and career success.

6) School Governance: Democratic school governance will be implemented with procedures that include appropriate decision making opportunities for students, parents, teachers and the administration. Trustees will continually assess whether our school is operating in an educationally- and fiscally-sound manner, be responsive to the parents & community at large, and comply with all aspects of the New York State Charter School Act, our School Charter, the Dignity for All Act, and all Federal, State, & Local laws, rules, & regulations, including IDEA, non-discriminatory policies. The advisory program committee will adopt a disciplinary policy and code of conduct that will ensure a safe and orderly academic climate to support student learning, growth and development. The code of conduct will reflect the school's mission statement and desire to create a culture based on mutual respect, citizenship, character, honesty and integrity. The code will set expectation that all members of the school community-parents, students, administrator, teachers and board members will work as partners. The code of conduct will comply with all laws regarding discipline of students with disability. The code will be consistent with the dignity for all students ACT; the code will contain a definition of harassment and bullying and prohibit both

7) Supplementary education: A program of supplementary education that includes before and after school, weekend programs and summer programs. The school will act as an educational resource and offer enrichment experiences that surround the school day with rich learning experiences. ESGCS strives to ensure that all of students, particularly English Language Learners, students with disabilities, under-credited students, and students at risk of academic failure, graduate from high school with the skills, knowledge, and habits they need to succeed in a four-year college or university. For ESGCS students to perform well on Regents, PARCC, SAT, ACT, and AP exams, instruction must be based on a rigorous curriculum aligned with the CCLS. ESG is developing curriculum to aggressively remediate academic gaps in middle school and accelerate mastery of core content in high school. In scope, sequence, and curriculum, ESG uses research-proven curricula suitable for students with varying learning needs to prepare students for college readiness course work. As part of our objective to prepare our students for post-secondary and career success, it is also our school's objective to prepare our students for the

most common college entrance examination. Towards this end, all students will be encouraged to take our free prep classes for the College Board's PSAT/NMSQT and SAT examinations. Our test prep classes will address the changes to the exam that go into effect in spring 2016 and will prepare students to take the new digital form of these exams by offering digital practice tests. Students will learn mindfulness skills that enhance self-management that will also feature career exploration and development to help our students begin understanding how they will apply the knowledge gained in our classes to their future professions. In addition to the Key Elements, Summer Bridge Program for incoming students to prepare them for the new setting. A Preparation Academy for two weeks in August, during which they learn ESGCS expectations and prepare for the requirements of grade level work. Students who have not mastered a grade's content must attend Summer Academy. Summer and Saturday Academies are in addition to the 190 day school year. Advisory program with a focus on building a safe and supportive environment for all. This will address the Discipline Code and protocols for disciplinary outcomes for students with disabilities. There will be a summer professional development week for teachers and administrators. This will enable them to make projections, outline curricular objectives and assess the needs for the professional development topics for the academic year.

**C. Enrollment, Recruitment, and Retention**

Enrollment and retention of students with disabilities, English language learners, Spanish, Creole and students who are eligible for free and reduced price lunch programs will be attained through the following strategies. Preference will be given to students residing in the ERCSD because of the under performance of its students. The district has the highest number of minority students that are not at grade level proficiency in English Language Arts and Math. Our plan begins with effective advertisement in English, Spanish and Haitian Creole, of our school's mission and application information and timeline. The application, the deadline for applying and the date, time and location of the lottery will be posted our school's website, our school's Facebook page and in local publications. We will also advertise at the local Village Boards and Community Education meetings. We will also conduct direct mailings to parent associations's at all local middle schools and grade K-8 charter schools. In addition to our outreach plan, the board members have already developed relationships with local community based organizations that mostly serve the students who are eligible for free and reduced price lunch, students with disabilities and English language learners. We have build relationships with the Kutz Community Center, the Martin Luther King Children Center, Kombit Neg Kakay, Local and state legislators and the county Ministerial Alliance. They will advocate student learning and achievement; it is our school's objective to partner with these local community-based organizations (CBOs) to help extend the educational programs offered by our school. These partner organizations can also further our goal of providing character-building education for our students. The recruitment efforts will be conducted by the outreach committee that will go out

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into the community and provide information for the parents . In order to capture the target population of the mission statement, recruitment efforts will take place in community centers, churches and congregations, clinics and other community agencies. The school will publish flyers in Spanish and Haitian Creole so that parents of English language learners are also informed of the proposed charter school in the district. To promote accessibility for our eligible ELLs, we have conducted & will continue to conduct all community meetings & recruitment activities (e.g. ads in local publications, flyers, social media WebPages, our school website) in both Creole & Spanish, the primary language for the majority of ELLs & their families. Our school will also have all application & enrollment forms available in English Creole & Spanish. Furthermore, for all of our students' and their families, we will provide assistance, if needed, in completing application and enrollment & related forms. We have conducted & will continue to conduct several efforts to gauge community support for our school and recruit interested students and their families such that we are certain to exceed our enrollment targets; these continuing efforts are described here The application and flyers will be published with language that attract students with Individual education plans and other accommodations for learning. The School will secure a website to disseminate information and also utilize the social media to announce the proposed charter school. We have developed a plan of action for the public lottery for admission to the Charter School. In year 1, the proposed school will enroll 120 grade 6 scholars through a lottery to be held at a local church. In year 2, the proposed school anticipates retaining and promoting 120 of these scholars to grade 7 and admitting 120 new students in grade 6. Grade 8 will be added in year 3 of operation. The Charter School will consider increasing the grade levels to grade 9 and grade 10 in in renewal of the charter at the conclusion of the first charter term.

<i>Planned Grades</i>	<i>Age Range on Sept. 1</i>	<i>2016-17 Enrollment</i>	<i>2017-18 Enrollment</i>	<i>2018-19 Enrollment</i>	<i>2019-20 Enrollment</i>	<i>2020-21 Enrollment</i>
<i>6<sup>th</sup> Grade</i>	<i>12-13</i>	<i>120</i>	<i>120</i>	<i>120</i>	<i>120</i>	<i>120</i>
<i>7<sup>th</sup> Grade</i>	<i>13-14</i>		<i>120</i>	<i>120</i>	<i>120</i>	<i>120</i>
<i>8<sup>th</sup> Grade</i>	<i>14-15</i>			<i>120</i>	<i>120</i>	<i>120</i>
<i>TOTALS</i>		<i>120</i>	<i>240</i>	<i>360</i>	<i>360</i>	<i>360</i>

Applicants will be sent a letter and phone call confirming receipt of their application, thanking them for applying, and reminding them of the date, time, and location of the lottery. Our lottery will be scheduled on a weekday evening to encourage attendance by prospective students and their families. We will ensure that an independent party audits each. All students who gain admission into our school will be promptly welcomed into our school community; will undergo an intake interview during which they will collaboratively set their short- and long-term educational goals with their parents/guardians and our school staff; and will be offered assistance, as needed, in completing our school's enrollment forms, which will be inspired by

Charter School Center's Student Enrollment Templates. Our Summer Preparatory Academy will be a time to focus on remediation of key ELL & Math skills. This summer academy will encourage at-risk students to envision post-secondary success for themselves, an expanded learning experience that will help inspire them to apply the effort needed to overcome past academic struggles. We recognize that in order for our students to achieve their fullest academic potential, their social and emotional needs must be addressed, in particular with at-risk students. The proposed school will include in its first renewal application a request to add 9 through 10 grade. Based on empirical data and experience, The Edmund and Susan Gordon School anticipates about 4.5% attrition from each grade cohort. Grade cohorts will be back-filled to full enrollment from the waitlist for each grade cohort from grades 6 through 8. The retention strategies will be focused on the mentoring programs and internships offered to the students. It is our belief that the experience of success and productivity will retain our students in the school. The mentoring will positively impact on the targeted students by offering individual attention, integration with careers and college fairs and the opportunities for stipends and income producing activities.

#### Public Outreach and Community Support

Recruitment: Plan for Publicizing to a Broad Cross-Section

Our school's Student Recruitment & Retention Specialist will also serve as our Parent/community Liaison & will seek family input on ways to best serve our students, provide families with a more thorough understanding of school programs & interventions being used to increase their children's learning, & provide families with greater knowledge on how they can support their child's learning at home. We believe that a positive relationship with our students' families will bolster success. The proposed school has opened a website announcing the project to the community. A prospective board member has been assigned as the public relations chairperson. There have been conversations and discussions with key members of the community in regards to the proposed charter school. There is a very high parent interest in the proposed charter school to address the educational deficiencies in the East Ramapo School District. To this end, parent workshops will be held during the school day and at night to allow for the greatest levels of parental participation that will keep parents informed of all current instructional activities making them better equipped to play an active role in furthering their children's learning & achievement. Accordingly, our school, with assistance from our support organizations, will provide our parents with myriad valuable learning opportunities, including ESL, GED, computer literacy (i.e. IC3classes), and health, fitness, & nutrition classes. Parents will also have the opportunity to participate on the School Enhancement Committee (SEC) that helps update & improve our Annual School Plan each school year. The goal of this committee is to plan for data-driven, continuous school improvement. By offering our parents the ability to take on this expanded role of shaping our school for the better, we ensure that all parent feedback is heard & acted upon. They will be recorded and put on the Internet for parents who could not make sessions or need to revisit the workshop for reinforcement. The applicant group has engaged in rigorous, ongoing efforts of outreach to inform and solicit input from the communities in the East Ramapo School Central School District. The applicant group held a substantial number of community forums and events, distributed informational brochures in various locations throughout the community, made presentations to community based

organizations and local public school officials, met with members of State and local legislatures, and invited the public to comment via the proposed school's website, email address, or phone. The applicant group solicited and considered community feedback from surveys (survey Monkey) from forum attendees in its school design. We continue to attend community events throughout our target community school districts to meet with local families. We continue to visit schools providing SWD services in these target districts to meet with Parent/Guardian Associations, Family Teacher Organization (FTO), principals, guidance counselors, SDW committees, & parent and student advocates. By advertising in local media, on social networking sites (e.g. Face book), & on our future school website, we hope to connect interested & targeted students with our school. We also use these media outlets to promote in-person public meetings & open houses that introduce local community students & families to our school founders & mission. We will continue to distribute flyers & brochures featuring our special programs and college and career ready mission. We will conduct Family Nights highlighting our school programs at community-based organizations (CBOs), faith-based groups, & FTOs. 'Our school has also sought support from CBOs, community & business leaders, health service providers, advocates, and non-profit organizations that serve students & families in our targeted community school district. These groups have helped broadcast our school mission, distribute our school flyers, and connect local residents with our school's founding members to further discuss how best to meet the needs of students that our school hopes to serve. Our school has especially focused on working with organizations that serve students with disabilities, low-income families, the homeless and recent immigrants, particularly those whose primary language is Spanish. The Hispanic Pastors' Association has written us a letter of support & will disseminate our brochures and discuss our school's mission with their congregants. Our school particularly welcomes the support that the Hispanic Pastors' Association can offer us as we aim to recruit ELL students & their families to join our school community. The ESG Charter High School has conducted extensive community outreach with local elected officials to garner support for our school mission. We have letters of support from stake holders in the community. We continue to distribute flyers, survey committee members & attendees, note their concerns, modify our school programs accordingly, and ultimately gain their support for our school. We have established a Face book page to broadcast our school's mission to families in our target communities and to receive input from prospective students & their families. We have spoken with families in these target communities to introduce our proposed programs and solicit feedback on how well they meet current community needs. We have established an e-mail account for our school so that families can provide feedback for our school and its mission. We have addressed comments & input received from community stakeholders at meetings with parents, Community Boards, and Education Councils. Our school flyers, which have been distributed throughout these communities, include information about our Face book, website, and e-mail to solicit further feedback about our school's future programs.

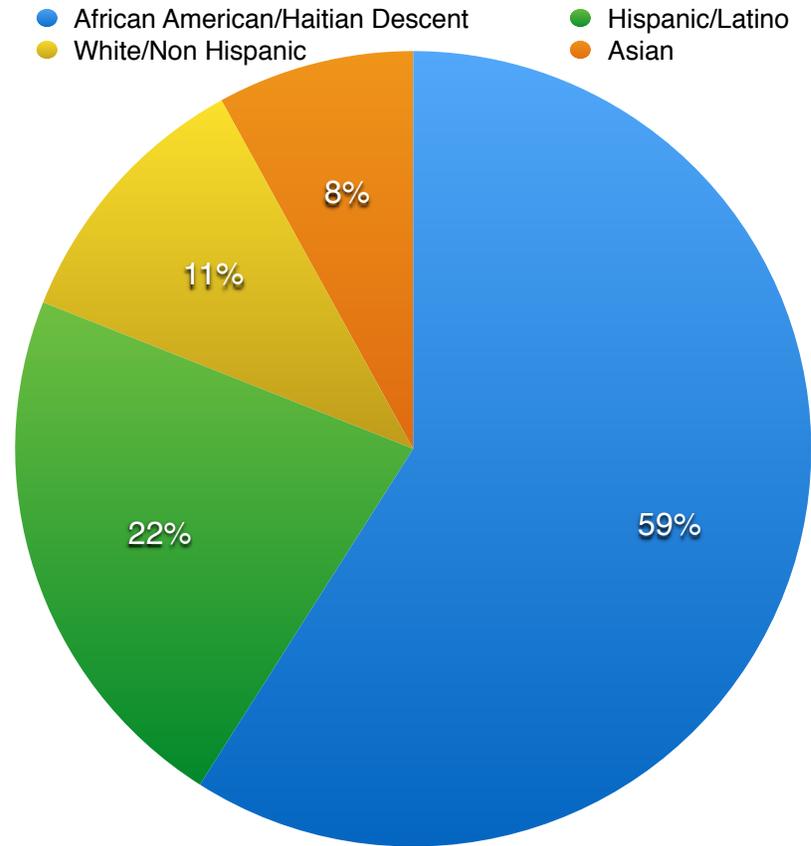
**D. Community to be Served:**

The students of East Ramapo Central School District. As it is our school's priority to recruit & enroll students who are at risk- including Title I students, students who are eligible for free lunch, English Language Learners (ELLs), students

with disabilities(SWD) and under-credited students- we recognize the need for expanded learning experiences to provide these students with additional opportunities to learn & improve their understanding. Our SWD Coordinator, ELL Coordinator, and Academic Intervention Services (AIS) Specialists/Grade Advisors, will ensure that these students have access to individualized instruction and after school tutoring needed to help them get back on track academically. There will be ongoing enrichment and remediation programs after school, during school hours, Saturdays, vacations, and summer for at-risk 8<sup>th</sup> graders. East Ramapo is a community that is economically, racially and culturally diverse. Students will follow an academic sequence that is aligned to the NYS Common Core Learning Standards. The Edmund and Susan Gordon Charter School will set aggressive enrollment strategies for at risk students based on NYS data for the east Ramapo School District. The school has systems and strategic plan in place in conjunction with local community based organizations to support student's social and emotional health and provide for a safe and respectful learning environment. The school will have a well functioning organizational structure that clearly delineates roles for staff, management and board members. This will allow for successfully implementing, evaluation and improving the academic programming for our target population.

**Demographic Data for East Ramapo Central School District**

<sup>2</sup>Total Student Population: 33,000 School Age Students



**Targeted Population for the proposed charter school**

- English Language Learners.....22%
- Students with Disabilities.....25%
- Students eligible for free or reduced lunch.....65%

**<sup>3</sup>Unique Public/Private school Demographics**

Public schools-9,000 Private schools 24,000 students.

**E. Public Outreach**

Outreach Already Conducted:

Members of the founding group have been actively speaking community leaders, publicizing the proposed charter school for the past two years. The parents and community leaders that we have

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<sup>2</sup> Report of Investigator Henry M. Greenberg, Fiscal Monitor for NYS Education Department, November 17, 2014

<sup>3</sup> Report of Investigator Henry M. Greenberg, Fiscal Monitor for NYS Education Department, November 17, 2014.

spoken have expressed interest in this initiative of an alternative educational setting for the students in the community. The methods listed below are the various ways that we have sought to increase community awareness of the proposal. Materials associated with the outreach efforts can be found in the attachment 2.

- Informational Sessions: September 12, 2014 at the Kurtz Civic Center  
Presentation by Zulma Rivera and Grant Valentine to a group of parents and community leaders introducing the mission of the school and outlining the curriculum.
- Flyer with the School logo and mission statement developed by the outreach committee chair and made available for distribution. (see a copy in the attachments)
- Proposed Charter School Business Card to distribute during informational sessions(see a copy in the attachments)
- Flyers distribution: January 25, 2014  
Carol Bonilla-Bowman at a fund raiser for MLK Children Center.
- Proposed Edmund and Susan Gordon Charter School has open up a website and a Facebook page announcing the proposal and with the option to receive feedback, likes, and other interactive communication via social media.
- Individual meetings with stakeholders (see list of supporters in attachment).

Planned Outreach:

- More information sessions to be held at Kurtz Civic Center, MLK Children Center.
- Flyers to be forwarded to “The Power of Ten” organization so that parents of English Language Learners, economic disadvantaged students can have access to the information in English, Spanish and Haitian Creole.
- Translation of Flyer and Business cards to Spanish and Haitian Creole to meet the diversity of the district.
- Website to become interactive with updates and information about the status of the proposed charter school.
- Community Relations-in addition to the organizations mentioned above, ESGCS will begin to interact with Rockland Community College, Nyack College and CEJES.
- Mailings- The outreach committee will continue to send flyers and relevant information to those families on the mailing lists, as well as those that request information at any time.
- Door to Door Outreach: Members of the founding group will continue to visit homes in the community as well as handing out flyers at local stores, houses of worship, and organizations.
- Local Media: Upon charter approval, the school will secure an advertisement page in the local newspaper and announce the approval of the school and the announcement of the opening process.

**F. Programmatic and Fiscal Impact**

ESGCS will open with an enrollment of 120 students and plan to grow to full capacity at 600 students. We believe that the proposed charter school will not have a negative impact on the financial viability of the schools in East Ramapo Central District. The initial funds to be drawn from the district are approximately 1% of the proposed district budget. When we take into consideration, the expected growth in academic performance for the students and the impact that our proposed charter school will have on district schools, the cost is minimal. We expect our

proposed charter school to be the model for district wide school reform initiatives and the trailblazer for quality education in East Ramapo.

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**East Ramapo Central School District Fiscal Impact of the Proposed Charter School**

Operational Year	Charter School Enrollment	Per Pupil Allocation *	Total Projected Charter	Funding to Charter	Total ERCSD Budget	Projected Impact ERCSD
2016-17	120	\$16,555	\$1,986,600	\$1,986,600	\$198,772,987	0.80%
2017-18	240	\$16,555	\$3,973,200	\$3,973,200	\$204,736,176	0.019%
2018-19	360	\$16,555	\$5,959,800	\$5,959,800	\$210,878,261	0.028%
2019-20	360	\$16,555	\$5,959,800	\$5,959,800	\$217,204,608	0.027%
2020-21	360	\$16,555	\$5,959,800	\$5,959,800	\$223,720,746	0.26%

**The budget includes projections for prospective students from surrounding districts of Nyack and Haverstraw. The impact of the (12 students on the initial year for a total of 36 students at full enrollment capacity,) to those respective school district’s budget is less than 1% and in the following years of the term of the Charter, does not go above 3%.**

\*Transportation and Food services allocations are not included in the figures above. They will be provided by the school district.

**II. Educational Plan**

**A. Achievement Goals**

ESGCS primary mission is to level the educational field for our targeted population which comprise of children economically disadvantaged, students with disabilities, and English language learners, with a set of rigorous and measurable achievement goals. We will monitor academic performance against New York State Common Core Standards, and New York State Exams Program for the Middle School grades and High School cohort grades, using absolute, comparative and growth measures.

**Goal I: English Language Arts**

**Goal: Students will be proficient readers and writers of the English language.**

**Absolute Measures:**

- Each year, 75% of all tested students who are enrolled in at least their second year at ESGCS will perform at or above Level 3 on the NY State English Language Arts exam

**Comparative Measures:**

- Each year, the percentage of all tested students who are enrolled in at least their second year at ESGCS and performing at or above Level 3 on the NY State English Language Arts exam will exceed that of students in the same tested grades in the East Ramapo Central School District.
- Each year, the percentage of students performing at or above Level 3 on the NY State English Language Arts exam in each tested grade will place the school in the top quartile of all similar schools in NY State.

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<sup>4</sup> Based on ERCSD published proposed budget of 2014-2015, April 25, 2014. Pupil allocation was derived by dividing budget amounts by projected public school students registers of 9,000 students. Subsequent years, budget estimates increased by 3% per year.

**Growth Measures:**

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

**Goal II: Mathematics**

**Goal: Students will demonstrate proficiency in the understanding and application of mathematical computation, problem solving and mathematical literacy.**

**Absolute Measures:**

- Each year, 75% of all tested students who are enrolled in at least their second year at EGSCS will perform at or above Level 3 on the NY State Mathematics exam.

**Comparative Measures:**

- Each year, the percentage of all students tested who are enrolled in at least their second year at EGSCS and performing at or above Level 3 on the NY State Mathematics exam will be greater than that of students in the same tested grades in the East Ramapo Central School District.

**Growth Measures:**

- Each year, all grade level cohorts of students will reduce by one half the gap between the percentage at or above Level 3 on the previous year's NY State Mathematical exam and 75% at or above Level 3 on the current year's NY State Mathematical Exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

**Goal III: Science**

**Goal: Students will demonstrate proficiency in scientific principles and concepts.**

**Absoute Measure:**

- Each year, 75% of all tested students who are enrolled in the 8th grade will perform at or above Level 3 on the NY State Science exam.
- Each year, 80% of the 9th grade students will score above 70% on the NY State Living Environment Regents exams.

**Comparative Measure:**

- Each year, the percentage of all tested students who are enrolled in at least their second year at the ESGCS and performing at or above Level 3 on the NY State Science exam will be greater than that of the students tested in the same grades in the East Ramapo Central School District.

**Growth Measures:**

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

**Goal IV: Social Studies**

**Goal: Students will demonstrate proficiency and competency in Social Studies concepts.**

**Absolute Measures:**

- Each year, 75% of ESGCS student in testing grades will achieve a score of Level 3 or above on the NY State Social Studies Exam.

**Comparative Measures:**

- Each year, the percent of students in the 6-8th grades cohort passing the NYS Social Studies exam with a Level 3 or above, will exceed that of the East Ramapo Central School District.

**Growth Measures:**

- Each year, each grade level cohort of students will reduce by one half the gap between the percent at or above Level 3 on the previous year's NY State Social Studies exam and 75% percent at or above Level 3 on the current year's exam.

**Goal V: Adequate Yearly Progress**

**Goal: The school will make Adequate Yearly Progress.**

**Absolute Measures:**

- Under NY State NCLB (NO CHILD LEFT BEHIND) Accountability, ESGCS accountability status will be "Good Standing" each year based on ESGSC provisions for the target students subgroups (SWD, ELL, Students entitled for free or reduced lunch program).
- Each year, the school aggregate performance index will meet its annual measurable objectives set forth in the NY State NCLB accountability system in ELA, Math, Science and Social Studies.

**Goal VI: Student/Family Engagement**

**Goal: Students and families at ESGCS will demonstrate a strong commitment and dedication to the school.**

**Absolute Measures:**

- ESGCS will maintain an average daily attendance of 95% or greater for each grade level cohort. ESGCS will retain 95% of its enrolled applicants from one year to the next and recruit above 95% of its applicants every year from the time it opens its door.
- 95% of ESGCS enrolled students and 95% of the families will participate and return the Satisfaction Surveys each year.
- 95% of the enrolled student's family will attend Parent Teacher Conferences each year.

**Growth Measure:**

- Each year, the percent of families maintaining active participation in the school through the Parent Teacher Association, the school's volunteer program, participation in the Satisfaction Annual Survey and participation in the Parent Teacher Conferences will increase over the previous year's participation percentage, until the school reaches its 90% target.

**Goal VII: School Culture/Climate/Family Satisfaction**

**Goal: Students and families will be satisfied with the academic program, learning environment and the culture of respect and tolerance for all that will be fostered by the ESGCS.**

**Absolute Measures:**

- 95% of students and families will “agree” or “strongly agree” that ESGCS provides a rigorous academic program, as evidenced by the annual Student and Family Satisfaction Survey.
- 95% of students and families will consider ESGCS a “safe and supportive” school, as evidenced by the annual Student and Family Satisfaction Survey.
- 95% of students and families will recommend ESGCS as a learning institution to other families and communities as evidenced by the annual Student and Family Satisfaction Survey.

**Comparative Measures:**

- 95% of the respondents of the annual Student and Family Survey enrolled in the grade 6 - 8 will “agree” or “strongly agree” that ESGCS provides a more rigorous academic experience, enrichment activities and a culture of respect and tolerance for all than the school that the students previously attended.
- 95% of the respondents of the annual Student and Family Survey in grades 6-8, will “agree” or “strongly agree” that ESGCS provides a greater level of support for students than the schools in East Ramapo Central School District.
- 95% of the respondents of the annual Student and Family Survey in grades 6-8 will “agree” or “strongly agree” that the culture and environment of the school is conducive to safety and respect in at a greater level than the East Ramapo Central School District schools.

**Goal VIII: Organizational Viability**

**Goal: ESGCS will utilize accepted and proven protocols to show fiscal transparency in the operations, human resources, accountability and procurement practices.**

**Absolute Measures:**

- ESGCS will produce monthly financial reports as established by the NYS Charter school Laws and the Board of Trustees with 100% accuracy.
- ESGCS will establish budget objectives and uphold the expenditures to the academic and social needs of the students.

**B. SCHOOL SCHEDULE AND CALENDAR**

The daily, weekly and annual calendar for ESGCS reflect our philosophy that more time spent on learning core subjects is essential for student success, particularly for the community that we hope to serve. (Attachment 3a, 3b) All students will be enrolled in an extended day, extended school year and weekend classes. Time will also be allotted for mentoring and internships for the students. We have integrated these offerings into the school program. We will also program the students for all the academic requirements as established by the NYSED. These will include physical education, music and art. ELL’s students will also receive the mandated

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English as a Second Language Instruction as per the mandated units specified in NYS LAP (Language Allocation Policy) and Part C.R. 154, During the extended day block, the school will implement part of the School Enrichment Model (SEM) by providing the Enrichment Clusters that students will be able to select and participate. It will also integrate literacy and math skills that will address some of the deficiencies identified in the school's achievement data reports.

The school day will begin at 7:30AM with breakfast. During this time, the school community will meet with the students and offer small group intervention in an informal setting. It is during this small group setting that issues related to lateness, absenteeism, homework and programming are discussed and addressed by the staff and students. From the breakfast/meeting, the students then go on to their advisory group. This is a group of 20-24 students with a teacher serving as the advisor for that group. The advisory period is structured around a weekly theme, but always related to character building and mindfulness. After the advisory period, students will begin their core subject classes. The classes will run for 60 minutes. Students will attend four core subjects daily that include Math, English, Science, and Social Studies. The ELA and Social Studies content area will be blocked into a Humanities Block. The Math Block will comprise of Math, Science and Tech Ed. They will attend three other requirement subjects, alternating three days and two days a week. These are Music, Art and Physical Education. All students will have a Enrichment and Remediation Period daily. It is during this block of time that additional mandated services for ELL's and SWD will be provided by ESL Teachers and Special Education Teachers. For a more detailed School Schedule and Calendar and sample weekly student schedule please see the documents in Attachment 3a, 3b. The chart below details the instructional periods that ESGCS will be offering.

<b>Subject Area</b>	<b>Minutes/Day</b>	<b>Minutes/Week</b>
<b>Math</b>	60	300
<b>English Language Arts</b>	60	300
<b>Social Studies</b>	60	300
<b>Science</b>	60	300
<b>Foreign Language Spanish</b>	60	3x week/180
<b>Physical Education</b>	60	3x week/180
<b>Enrichment Cluster</b>	60	300
<b>Tutorial/Remediation</b>	60	4x week/240
<b>Art/Music</b>	60	2x week /120

**English Language Learners - ELA requirements- NYS Language Allocation Policy(LAP) - C.R. Part 154.**

**Grades 6-8**

<b>English Proficiency Level</b>	<b>Number of Units ESL (English as a Second Language)</b>	<b>Number of Units NLA (Native Language Arts)</b>	<b>Number of Units English Language Arts</b>
<b>Beginning</b>	2	1	---
<b>Intermediate</b>	2	1	---
<b>Advanced</b>	1	1	1

Below is a detailed description of the daily programming for the students at the ESGCS.

**Breakfast/small group meetings**

As referenced above, ESGCS will begin the day with an informal meeting during breakfast. This time will be reserved to share information with students and teachers, address any administrative issues and recognize achievements. During this time, the staff can build on the school’s core values of community integration and identified with the student’s culture and community.

**Advisory Period**

Following breakfast, students will move into their advisory groups. There will be 6 groups of 20 students. Each group will be assigned to a teacher who will run the advisory group for the trimester. The theme will be a weekly theme, but always related to character building and mindfulness. It is also during the advisory period that at the beginning of the school year, the Discipline Code will be issue to the students and discussed. It is also during advisory, that the program to address bullying and safe environments will be discussed and implemented. **This** program will fulfilled the requirements and protocols of NYS Dignity for All Student Act. The advisory period assigned staff will provide the first line of defense for the group of students that they are responsible for. They are the key persons for which students have developed relationships and trust and will turn to that person for support and help. The advisory period will promote a high self esteem, school pride, peer recognition, safe environment and a positive interaction between the adults and the students in the school. The advisory teacher is the primary contact between the parents and the school and other subject teachers. It is expected for the advisory teacher to make bi-weekly contact through phone calls or emails to the caregiver/ parents of the students in their groups.

This will keep the parents informed of the progress or lack of progress that their children are having. Because of the important and pivotal role that the advisory teacher will play in the ESGCS, we will train the staff members on how to run an effective advisory period during the summer professional development week. It is one of the key elements of ESGCS to build a strong and open relation with the parents of the students and in this manner, parents will remain better informed about their children academic performance and better support them. During specified time in the trimester, students will be able to discuss with their advisory teacher their academic progress and review current data on assessments, progress reports, portfolios and begin to identify areas of needs. This will enable them to strategize actions that will help them along and identify what resources they need in order to improve their performance.

### **Enrichment and Remediation**

ESGCS is preparing to provide an innovative and supportive program for all students. The academic intervention will be provided for all students, including intervention strategies for SWD and curriculum support for ELL students. This intervention block will be offered daily. Students will be placed in small groups with similar academic levels. The intervention classes will be taught by the core subject teachers with support from special education and E.S.L teachers. The trimester will be divided into four intervention sessions at the conclusion of each of 4-6 weeks sessions, students will be assessed to monitor the progress. Students programs will be monitored using the school's periodic assessment data. All students will be either receiving intervention, enrichment or SETSS and ESL services.

### **Enrichment Clusters**

A School wide Enrichment Model ( SEM) model. The enrichment clusters are groups of students who share a common interest. The model for learning used is called the enrichment learning and teaching model, developed by Renzulli , "*Enriching Curriculum for All Students*" There are four important tenets that define the clusters: 1) Each learner is unique 2) Learning is effective when students enjoy what they are doing 3) Learning is meaningful and enjoyable when content learning and processes are learned within the context of real life situations. 4) Formal instruction is necessary to enhance knowledge and thinking skills, provided that applications and skills are control by the students themselves and finding the applications meaningful.

This method employs independent and engaged learning. The block of time will consist of 3 activities called Type I, Type II, and Type III. During the first few weeks the students will be engaged in Type I activity, which is an exploratory period where the students will explore enrichment clusters for projects. For example, group I will explore the "social sciences" and the specific area to be investigated can be "What is the importance of the CEJJES Institute in Rockland County?". The students can investigate the impact of this social institution on the community. The CEJJES Institute headed by Dr. Edmund Gordon, architect of HeadStart, is committed to the school and the students can use it as a resource for their investigative work. The Type II phase is where the group training activities occur and Type III is the activity where individual students and small groups conduct investigations of real life problems.

The students will have access to technology and the use of the Internet is integral in this process. This will supplement and add an additional dimension to our key element of Experiential Based Learning, where students will have the opportunity to explore issues and develop ways to solve problems. The students will learn to use technology to analyze, evaluate information and develop higher level thinking skills. The teachers will infused into this block the pedagogical shifts of the NYS CCLS in ELA/Literacy and Math. Mainly, Shift 5, which requires students to be able to write about the use of evidence from sources and to be able to inform or make an argument. They will also be afforded a true balance of informational texts and literary texts. In regards to the Shifts in Math, in this block of time, students will be able to use math concepts for application without being prompted by the teacher.

### **Teacher Schedule**

During the first year, the teachers at ESGCS will teach two blocks core classes each day, along with the Enrichment/Remediation Block. One block is the Humanities Block which comprise of English Language Arts and History and STEM Block which comprise of Math and Science/Technology Block. Teacher will also alternate the enrichment clusters period four times a week according to their interest and subject knowledge. All teacher will serve as an advisor in a support role during advisory and be responsible for a group of students. All teachers will participate in a weekly professional development period on Fridays. Teachers are expected to attend a 8 days professional development program in August. Sample teacher schedule in Attachment 3a.

### **School Calendar**

The annual calendar of ESGCS reflect our beliefs of providing more instructional time for our students. We will have 193 days of instruction, making the school year ten days longer than the ERCSD. ESGCS will operate on three Trimesters, with 6 marking periods a year (2 in each Trimester) for grades 6-8. Proposed First Year Calendar in Attachment 3b

### **Saturday School**

ESGCH will have an additional support structure for opportunities for intervention and extra curricular activities. This will take place during one Saturday per month. For students that are not performing in their classes, it will be mandatory. Other students can plan extra curricular activities for the day.

### **Summer School and Orientation**

ESGSC will demand a commitment from parents, teachers and students for the summer school and orientation program. All incoming students will be required to attend the two **weeks** summer school and one week of orientation program. This will help the staff to become familiar with the students and staff can assess and plan for remediation and academic intervention for students that come to our school with significant academic delays and deficiency in reading skills. After the initial year of the Charter, the students that are not required to attend the summer school, will be required to attend the orientation program which will run for one week, in preparation for the next grade. Teachers and other staff members will participate in the two weeks of summer orientation and professional development during the first two weeks in August. The teachers will also participate in a professional development throughout the trimester and weekly professional developments on Mondays. Students will be released early to provide for the block of time for the professional development of teachers. This will provide them with time to discuss data, analyze and design plans for their classes.

### **C. Curriculum and Instruction**

The instructional goal of the Susan and Edmund Gordon Charter School is to provide students with an exceptional academic and social emotional education that will equip them with the knowledge and skills to succeed at the high school and college levels and

beyond. The ESGCS will provide a rigorous academic program in the central areas of study (literacy, mathematics, social studies, science) and foster in students curiosity, desire and the capacity to think critically and strive for excellence in both their areas of strength and their areas of weakness. The school uses as a basis the School-wide Enrichment Model which uses the very successful approach of Renzulli to the education of gifted children as a basis for an approach that benefits all children. Instruction will be differentiated and compacted according to the pace of learning of each student. To that end students will have opportunities to investigate the arts and to use them as modes of expression. Ultimately, we want our students to become engaged and active citizens with the imagination to envision a better tomorrow and the skills to make their visions a reality.

**At the middle school level (6-8) students at ESGCS will develop the strong foundational skills that are essential to any discipline, including:**

- Writing and communication skills that show an understanding of audience and purpose; a command of craft, grammar, and conventions; an awareness of content specific and academic vocabulary; and the ability to elaborate, cite evidence and articulate and defend ideas and opinions effectively
- Reading comprehension skills to interpret complex literary and informational texts in a variety of forms gather relevant information, determine central themes and ideas, make connections, generate critiques, and analyze texts and ideas from various perspectives
- STEM skills (science, technology, engineering and math ) that include the creation and interpretation of data, the use of logic and reason, to identify and analyze problems, to design and carry out procedures with precision, efficiency, and flexibility, to monitor and evaluate one's own progress, to use tools and resources strategically, and to develop critical thinking and creative problem-solving skills

We believe that students should be active participants in the creation of knowledge, with teachers assuming the role of "expert coach" as they effectively guide students in constructing knowledge, acquiring skills, and mastering new concepts. Students, for their part, are responsible for putting forth the dedicated effort and active participation that is instrumental to their own learning and growth.

ESGCS believes also that students should be engaged to the greatest possible extent in authentic or purposeful acts of learning. ESGCS subscribes to the backwards design philosophy of Wiggins and McTighe that focuses on authentic tasks and learning. This approach emphasizes the critical role of the teacher in designing student learning around the CCSSs. Students will have opportunities to solve real world problems that integrate

STEM and the Humanities, and learn to communicate the results of their investigation through written, spoken, and technological media for real world audiences. Rather than simply completing rote or isolated academic

Exercises student will be involved in creative problem solving.

The cultural character of the East Ramapo population demands that ESGCS use culturally relevant pedagogy and curriculum content. Teachers will make curricular choices that affirm the identities and the social and cultural heritage of students and provide them with opportunities to share their cultural knowledge as they expand their understanding of the world around them.

ESGCS believes that students should experience a rigorous, integrated curriculum and instruction that provides appropriate levels of support and challenge for all ability levels. Teachers will communicate explicit standards for student work, provide frequent constructive feedback, and teach students how to assess, reflect on, and constantly improve their own work in order to engage them as full partners in learning.

### **Instructional Format and Pedagogy**

The ESGCS will use extended periods to teach integrated STEM blocks and Integrated Humanities blocks. These blocks will integrate subject matter with the full spectrum of the arts around central concepts. AS delineated below, a premium will be placed on authentic, hands-on learning that moves students out of the classroom and into the community.

### **Curriculum Development and Planning**

The Director of Curriculum and Planning will use the planning year to develop the scope and sequence of each area of the curriculum. Using backwards design, curriculum will be focused on essential questions and big ideas. This concept focused approach will assure that students learn concepts behind the curriculum content that can apply to new problems in new ways. Curriculum will address CCLS and CCSS requirements using benchmarks that span more than one content area so that teachers can build and reinforce content learning across subject areas. To bolster critical literacy skills and address CCLS, all content area teachers will work cooperatively to develop student literacy. Mathematics, science, and social studies scope and sequences will incorporate any applicable CCLS for reading, writing, listening, and speaking that pertain to each academic discipline. In addition, content areas teachers will utilize grade-wide narrative, informational and argumentative writing rubrics as well as performance and presentation rubrics that will be developed during the planning year.

The Portfolio will act as both a tool of curriculum development and an assessment tool, assuring the integration of instruction and a common set of standards and benchmarks for student learning.

### **Proposed Core Content Curriculum 6-8**

The curriculum will be divided into two central blocks-Humanities and STEM Humanities Block Literacy, Social Studies, World Language

Literacy instruction will utilize the Teachers College Reading and Writing Project approach. TCRWP is a workshop model of instruction in which teachers demonstrate specific reading and writing skills and strategies for their students, lead them through guided practice, and confer with them extensively during independent practice. The curriculum is divided into month-long, interrelated reading and writing units that address a wide range of genres. In reading workshop, students learn how to access and interpret texts across genres, develop their ability to write and speak about what they read, build fluency and vocabulary skills, and read extensively in a variety of settings. In writing workshop, students write, revise, and edit extensively to develop creative and expository writing skills, an appreciation of craft, and increasing command of grammar and conventions.

This approach will be integrated with History Alive! for social studies in grades 6-8. History Alive! approaches the study of history through the conceptual framework of essential questions, student-centered learning activities, and exploration. In each unit, students develop answers to the essential questions through simulations and activities that connect historical issues or subjects to students' personal lives and prior knowledge as well as critical reading and thinking, discourse, and debate. In the process, students develop literacy skills through vocabulary building, close reading, note-taking, written responses, and analytical essays.

Students will learn a second language using TPM that integrates language and movement for maximum cognitive gain. Learning will be initially focused on conversation, the move to written form. Opportunities for real-world communication with native-speakers of the target language will be the central focus of the program. Because of the diverse linguistic background of the student population, the opportunity to share and learn will provide opportunities for students to experience natural acquisition of a second language.

#### STEM Block-Math, Science, Engineering, Technology

Mathematics education will use Singapore Math as its foundational approach. This approach engages students in hands-on activities that create deep conceptual understanding that can then be transferred to complex mathematics problems. This approach has become popular due to Singapore's consistent top ranking on an international assessment of student math achievement called the Trends in International Mathematics and Science Study (TIMSS). While American math instruction often relies on drilling and memorization of many skills each year, Singapore math focuses on children not just learning but also truly mastering a limited number of concepts each school year. The goal is for children to perform well because they understand the material on a deeper level; they are not just learning it for the test. Students in the same classroom may learn the concepts at different paces, but ultimately they all learn them and help develop their own solid foundation for further math learning. This prevents the need for reteaching as students move to the next grade.

The ESGCS will use Full Option Science System (FOSS), a field-tested and validated science curriculum for science in grades 6–8. FOSS's middle school curriculum consists of nine research-based units that focus on scientific inquiry, hands-on active learning, multi-sensory exposure to scientific concepts, student-to-student interaction, and discursive and reflective thinking. With this model, students begin with conjectures, collect data and make observations based on labs and demonstrations, and develop explanations for their findings. In this way,

students interact with materials and work cooperatively to construct new understandings before moving on to abstractions, models, or simulations. In each unit, students also learn to make conjectures, follow procedures, make precise observations and calculations, and refine and clarify their thinking, both independently and in collaboration with peers.

Technology will be a central component in the learning process at ESGCS. Students will have access to computer based learning programs and use technology to investigate and communicate results.

At six week intervals, students will participate in a challenge where they are asked to solve an authentic world problem relevant to the focus of their study

#### The Arts –Music, Graphic Arts, Dance, Theatre, Poetry

The curriculum of the ESGCS will be rich in opportunities for students to work with various art forms in service of their content learning. The Arts will be integrated into the content knowledge as well as a mode of expression to demonstrate learning. Arts are motivational and promote brain development.

#### **D. Assessment**

Assessment at ESGCS will be varied and differentiated to accommodate the diversity of our students. We will use Diagnostic, Formative, and Summative assessment to achieve the following goals:

- To drive instruction so that teachers can design lessons based on individual student's strengths and weaknesses. They will develop small groups for targeted instruction, leveled assignments and identify students for intervention or participation in the enrichment clusters. Teachers will be accountable for results and the data will become part of their performance evaluations and that of the school.
- To monitor and continue improvement of the school's instructional program design. This will help the staff identify new problems and addressed the issues promptly.
- To provide data so that the crucial elements of the school can be constantly evaluated and re-structured as needed. This includes the school's fiscal policy, professional development, parental engagement, and outreach. Decisions for extended programs and after school programs will be decided based on data obtain from assessments results.
- To provide data for the reports and authorization requirements established by NYSED and for promotion, graduation requirements and college readiness measures for all the students.
- To give the staff revealing data on the academic levels of the individual students. It will also serve as a guideline for teachers to plan and strategies lessons for students that are having difficulties in reading and math. NYS Ed. also requires diagnostic exams in English Proficiency levels of ELL's students.

#### **Summative assessments/standardized exams**

ESGCS will administered the NYS ELA and Math exams in grades 6 in the initial year, and grades 6-8 in throughout the Charter term. ESGCS will administered NYS CCSS Regents Exams for grade 9 and grade 10 during the last two years of the Charter term. Students will also take Trimester Exams at the end of each trimester in math, English, Science and Social Studies.

Teachers will also develop weekly assessments to be administered at the end of each unit. The importance of the data obtained from summative exams are:

1. to monitor what learning have taken place with the students in the school
2. to have absolute and comparative measures that can evidence that the school have met its benchmark performance targets.

For SWD, ESGCS will implement all the testing accommodations that are mandated in the IEP. For ELL's, ESGCS will administered the NYSESLAT in place of the ELA for beginners and Intermediate and Advanced levels. The Proficient level ELL's will participate in the ELA testing program. ELL's will have the extended time, small group administration and dictionaries as stipulated in the NYS LAP

### **Formative Assessments**

In order to work towards meeting the targeted measures in the NYS exams in ELA and Math, ESGCS will implement a periodic assessment program to diagnose and use the results for academic intervention strategies and for curriculum and lesson design.

The use of periodic assessments is of utmost importance for our targeted population of SWD, ELL's and economically disadvantaged students. During the trimester, teachers will administer the periodic exams in ELA and Math. The results will be used to refined and re-evaluate the curriculum maps in the content area subjects and implement remediation programs for students that need it and enrichment for students that are on targeted levels.

Periodic assessments will provide the school's staff with the following: (1) Up to date information as to what every students knows and can do. (2) Teachers can design targeted lessons and differentiate instruction. (3) Periodic assessments predict how students will perform on the standardized exams. (4) Periodic assessments give measurements on student's learning within a grade and from grade to grade.

ESGCS will use the following formative assessments:

Acuity-

LAS (ELL students only)

In Class formative assessments(Do Now, Exit Tickets, Weekly Quizzes, Weekly exams, running reading inventories)

Portfolio Assessments- Students will have portfolios in each of the major subjects with artifacts determined by a Portfolio Rubric developed by the core subject teachers.

### **Diagnostic Assessments**

It is the belief of ESGCS that all students can learn and succeed. However, we need to assess what their needs are and at what reading and math levels they are coming to our school. This is where the diagnostic testing program that we will implement will help us with the detection of deficits in reading and math and English proficiency and provide us with data that will be utilized to make decisions about programming and academic interventions for students that are not at grade level in reading and math.

ESGCS will use the following diagnostic assessments:

Language Assessment Battery Revised- Grade 6- ELL's- Start of the Trimester

NWEA MAP Assessment (Reading, Math and Science)- Once in every Trimester

Fountas and Pinnell leveled reading assessment-Once in every Trimester-3  
 ERB Writing Assessment-Once in every Trimester

**Data Collection and Analysis**

One of the key elements in our school design is data driven instruction. It is important for the data to be usable by teachers if their lessons are going to include specific target learning. The school will have a Testing Coordinator/Data Specialist that will have the responsibility of synthesizing the results of the diagnostic and formative assessments and prepare reports with measurable data specific to the core subject and for individual students, classes and grade levels. The report will be used by the Principal and teachers to make decisions about intervention strategies such as small groups guided reading, writing workshops for students, and the use of computers and technology to enhanced instruction. The Weekly PD sessions that the school will implement, will be used by Director of Curriculum, Testing/Data Specialist and Principal to develop lessons and programs to address the needs reflected in the results of the assessment program of the school. Parents, community members, students and our Board of Trustees will have access to the results of the periodic assessments and the plan of action that the school will have as a result of the exams. The authorizer will also receive information on the school’s performance in relation to our stated achievement and organizational goals.

**Reporting**

ESGCS will procure a student information system program. We will utilize the best available system that fits our needs and our goals. There are various vendors that are available and we will research the possible vendors for their integrity, value and track **record within the education** community. Our goal is to select a system that is user friendly and that will have the capability to connect the school with the parents and the community. It will also provide teachers and parents and students with a secured web-based portal for the management and communication of student attendance, assignments, grades and discipline.

**The Table below summarizes the assessments throughout the school year.**

<b>Month</b>	<b>Diagnostic</b>	<b>Formative</b>	<b>Summative</b>
August	Language Assessment Battery-R NWEA MAP-(Reading Math, Science) Fountas and Pinnell Leveled Reading Assessment ERB Writing Assessment		
September		Acuity(on line) In class formative Do Nows, Exit Tickets	

		Weekly quizzes	
October		In class formative	
November	Fountas and Pinnell	LAS Assessments (ELL students)	
		In class formative assessments	Trimester I assessments
December, January, February		In class formative assessments	
March		In class formative assessments	Trimester II assessments
April		In class formative assessments	NYS ELA and Math Exams
May	NWEA MAP assessment Reading, Math and Science	In class formative assessments	NYSESLAT (ELL students) NYS Science
June	Fountas and Pinnell	Acuity (On line) in class formative assessments	Trimester III assessments

#### **E. PERFORMANCE, PROMOTION AND GRADUATION REQUIREMENTS**

The Promotion Criteria at ESGCS will be based on student's ability to meet NYS CCSS, good attendance, passing grade in all the required NYS exams and a passing grade on all the core subjects.

The minimum requirement for promotion to the next grade for students in grades 6 - 8 are:

- Passing all core subjects with at least 70% or above at the year end average
- Scoring at Proficiency Level in the ELA and Math NYS Exams
- 90% or above school attendance

While this is the set of requirements to form the basis for promotion in grades 6-8, there will be instances where an individual approach will be required and for those occasions the Promotion Committee, comprised of the Principal, Special Ed./ELL Coordinator, DCI and Teacher of the corresponding grade will meet and make the decision to promote the student.

A Promotion in Doubt Notice must be mailed out to the parents of students that are at risk of not being promoted, six (6) weeks before the end of the school year. This will give the parents and students who are at risk, time to take appropriate actions in collaboration with the Principal and the Teachers.

All Promotion recommendations will be made by the Promotion Committee 10 days prior to the end of the school year.

The following scenarios outline the trajectory for students that are not meeting the promotion criteria.

1. Students that fail one core subject and have not met proficiency level in NYS Exams will have to attend the Summer Program in July where they will receive additional instruction in the area that they failed. At the end of the program, they will take an extensive comprehensive exam to demonstrate the acquired proficiency in the subject. If they pass the exam and attend all the sessions in the summer, they will be promoted in the Fall to the next grade.
2. Students failing more than two core subjects and not obtaining proficiency level in NYS Exams will not be promoted to the next grade.
3. Students failing one or two core subject, but passing the NYS exams in ELA and Math, will be required to attend the Summer Program and make up the classwork for the subject teachers. At the end of the Program, they will take a comprehensive exam and if they pass, will be promoted to the next grade in the Fall.
4. Students with very low attendance percentage, will be required to attend the Summer Program and make up the assignments and projects that were missed. Promotion to the next grade will be at the discretion of the Promotion Committee.

### **Exit Standards**

ESGCS will follow the CCSS and the expected proficiency levels that will enable students to pass the NYS exams and demonstrate readiness for promotion. All core subjects exit standards will derive from the Common Core State Standards in English Language Arts and Math. Exit standards for Science and Social Studies will be taken from the NYS standards in these subject areas. Exit standards for Physical Education, Music, and Foreign Language will follow the NYS standards in those areas. In addition, teachers will employed the twelve pedagogical shifts in CCSS to determine exit standards for Literacy and Math.

### **F. SCHOOL CULTURE/CLIMATE**

The success of EGSCS depends on not only a sound educational program, but a strong school culture that fosters collaboration, respect and team work among the staff, parents, the community and The Board of Trustees. The students will be taught reflective and reconciliatory skills that will enable them to overcome any stressful situation that arise in the school or at home. In addition on developing partnerships to obtain internship programs for our students, ESGCS will create a program to focus on building a safe and supportive environment for all students that follows the guidelines of the NYS Dignity for All Students Act. We will use the Advisory Period as the forum to gage the emotional state of all our students. We believe that in order for students to optimize the instruction provided by the teachers in the classrooms, they must feel safe and secure, both physically and emotionally. The bases for our school culture is the identification and acceptance of the culture that students bring to our school from their community. We will teacher respect, tolerance within the context of the school's curriculum. During the enrichment clusters and advisory, teachers will use the time to incorporate tasks that foster citizenship,

mindfulness and character for our students. We will not only have high expectations for our students, but we will communicate this expectation during classes and provide the pathways for which students can become high achievers. ESGCS will develop a Discipline Code (See Attachment 4) that not only will delineate the infractions and consequences for them, but also preventive measures for parent and staff/ The infractions will be clearly described with the various degrees of outcomes depending on the severity of the infraction. Our model will also provide a guideline of how to intervene with disruptive behaviors and include a guidance and reconciliation component. We will explicitly provide the following key elements in developing our school culture:

1. Character and mindfulness education
2. Respect/Tolerance/School Pride
3. High Expectations
4. Praise and Recognition
5. Intervention, Support and Follow Up

### **Discipline Policy**

ESGCS will implement an effective discipline policy to manage misbehavior. The primary goal is to re-direct students with behavior issues back into the learning community and to develop positive character to prevent future disruption in their educational process. The consequences for the infraction are clear and consistent with a follow up process. All consequences will include as part of the discipline process, opportunities for guidance and reconciliation both for the student and the parents. The consequences will be based on the severity and frequency of the infractions. The student's Discipline Policy will be distributed to the students on the first day of school and discuss as a group during the advisory period. Parents will receive the Discipline Policy with the School Handbook and will have to sign a receipt that they have receive the Policy and have committed to reading it. If they have any questions, they will be allowed to come and discuss it with the Principal.

### **Minor Infractions**

Minor infractions are referred in the ESGCS Code of Conduct as Level I. These include offenses that disrupt the learning environment such as refusing to follow directions, using school equipment without permission or inappropriate or making excessive noise or distracting others. Teachers will be expected to address Level I infractions by implementing a demerit system and notifying the guardian if the behavior continues or escalate. The system of demerits will have a benchmark that will drive the consequences, to include after school detention and school based meetings with the Teacher and Principal.

### **Major Infractions**

Major infractions are referred in the ESGCS Code of Conduct as Level II and Level III and Level IV .

The severity of these infractions warrant the immediate intervention of the Principal, who will initiate a thorough investigation and notify the guardians. Consequences for the lesser of these infractions may range from after school detention to in school parent conferences. The serious infractions that may lead to a school suspension, extended suspension or expulsion will required

a full investigation and the appropriate protocols for due process, including those mandates for students that have IEP's. The behaviors included in Level II, III and IV are dangerous and threatening behavior, possession of a weapon, starting a fire, compromising the safety and health of others, and exhibiting bullying and extortions to other students and the adults in the building, security, teachers, school aides, cafeteria workers, custodians, parent members and others.

### **Due Process**

All staff may impose consequences for Level I offenses that do not disrupt with the student's academic experience, including the demerits leading to school detention, after school detention, deprivation of fun activities such as trips, assemblies, family meeting. For infractions Level II, III, IV, in which a suspension may be issued, the Principal will initiate the investigation, and the contact with the guardian and determine the appropriate consequences, including referral to other agencies, counseling centers and/or the Committee of Special Education if the students has an IEP. In case of a long term suspension, the student and family will have the option of a formal hearing with the Principal and may appeal the decision through the school's complaint process by notifying the Principal.

### **Evaluation/Reflection of the School Discipline Code**

The ESGCS Discipline and School culture protocols will be monitored closely to ensure that it is aligned with the school's philosophy and mission, using data to reflect and to make school decisions. An annual evaluation will be conducted by the Principal and the Social Worker to ensure that it is effective and meeting the needs of the school. The data on the number of detentions, suspensions or referrals to community agencies will be reviewed and determine the efficacy of the Discipline Code and its impact on school culture and performance.

### **Discipline Policy Additions for Students with Disabilities**

In applying the Discipline Code to students with IEP's, the Principal and the Special Education Coordinator will adhere to mandates and conduct a Manifestation Determination Review with the ERCSD Special Ed. Dept. to determine if the behavior is a manifestation of the disability. The MDR meeting will determine the final consequences after all the evidence and the investigation conducted by the Principal and School staff have concluded. The suspension of students with IEP's should include accommodations to continue the mandated services while on school detention or suspension.

### **G. Special Populations and Related Services**

ESGCS is committed in helping students achieve academic success regardless of disability or language status, through a structured environment with multi layered supports that address the needs of the students. Our school designed is inclusive in nature and will provide the necessary environment to cultivate a learning experience that is individualized, direct and targeted for each of our students. Our goal is to provide the foundations for the students to attain the skills necessary for college and career readiness. Our targeted population included in our mission statement demonstrate a high needs student body. We have a developed a school structure that will ensure all students the opportunity to succeed. The Enrichment Clusters, the tutoring period,

the advisory period, and the co-teaching model both for special education and English language learners will provide the environment to address all the academic challenges that our students may have. Teachers will receive on going professional design to help them develop lessons that are aligned with the needs of the students and at the same time meet the criteria and academic shifts established by the NYS Common Core Learning Standards. There will also be an opportunity for students with IEP's that need individual special education services by a certified special education teacher and this will be provided during the tutorial period embedded in the daily student's program. English language learners will have the expertise of the English as a Second language teacher who will provide supplementary instruction in the content area subjects and will be utilizing the SIOP Design (Sheltered Instruction Observation Protocol) during the classroom instruction.

### **Special Education Policies and Protocols**

ESGCS will strive to be in compliance with Federal and State requirements that special education services be provided in the least restrictive environment by providing whenever it's appropriate and mandated by the IEP's, instruction in the mainstream classroom. We will comply with all the mandated accommodations and requirements as stipulated in the Individuals with Disabilities Act (IDEA) and its implementing regulations, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, all civil rights enforced by the U.S. Department of Education and the Office of Civil Rights (OCR) and any additional regulations required by New York State. We will not discriminate in our admission/enrollment practices against students with disabilities.

### **Staffing**

ESGCS will open with a single sixth grade separated into five classes. For this group of students, we will hire one special education teacher and a special education/ESL coordinator. We will hire one special education teachers for each grade level that is added to the school during it's Charter term bringing it to three special education teachers to co-teach with the content area teachers. The special education coordinator will work closely with the social worker to identify and help with the programing of the mandates for students with IEP's.

The special education teachers will have a scheduled weekly meetings with the content area teachers to ensure adequate co-planning and the structuring of the accommodations for the students with IEP's. This scheduled weekly meeting will be part of a common prep period between the special education teacher and the content area teacher. During this allotted common prep, the Principal can use it to provide professional development, Students case management, and other matters related to the students. The Professional Development period programmed into the weekly school program can also be used as a period to have the teachers meet to discuss student progress and analyze student data.

Special education teachers and core content area teachers will utilized differentiated instructional strategies. This is a very important element in designing inclusive classrooms for diverse learners. Differentiation allows the teacher to plan strategic lessons in line with the needs of the

students in order to achieve proficiency in the targeted NYS Common Core Learning Standards of classrooms with diverse learners. “A differentiated classroom is one in which the teacher responds to those needs(Tomlinson, 1999).

### **Identification and Review of Services**

The special education/ESL coordinator will oversee the school’s special education teachers and the delivery of services mandated for students with IEP’s, manage all the staff in the Student Support Department( Teachers, school counselor/social worker, aides) and coordinate the delivery of mandated related services such as Speech, OT, PT with the East Ramapo Central School District’s special education department and CSE. The special education coordinator will also calendarized the dates for the annual review process of the IEP’s and coordinate with the East Ramapo Central School District Committee on Special Education the processing of the mandated Triennial Evaluation of students with IEP’s. The special education coordinator will ensure that the content area teachers and special education teachers participate in the mandated IEP meetings, both the annual reviews and CSE Triennial review IEP meetings. Students confidential special education files will be kept in a locked file cabinet with accessibility through a sign out book by Teachers, Counselors, Social Workers, Special Education/ESL coordinator and Principal. Teachers will be given an electronic copy of the IEP’s prior to the start of servicing the students. Guardians will receive copies of IEP’s and any modifications to the IEP’s must be done in a meeting with the guardians and teachers. Guardians will be kept informed of the progress or non progress of the goals on their children’s IEP. The special education teacher, using the schools diagnostic tools will assess the students and monitor the progress on on going basis. The teacher will also make recommendations on the programming and scheduling of the student’s if the needs of the student warrants a modification to the program.

ESGCS will discharge to the East Ramapo Central School District any student that requires a full time placement in an approved private residential school, a state-operated or a state-sponsored school. This will happened only if the recommendation by the Committee of Special Education is for such a restricted setting.

ESGCS will also have a committee of teachers and the social worker to monitor the progress of students who are exhibiting difficulties in meeting the demands of the curriculum and who are struggling with the school work. ESGCS will implement a Response to Intervention (RTI) model for it’s “at risk” students. Students identified to be part of the RTI model will receive the following intervention as needed:

1. Additional small group and targeted support in the classroom.
  2. Supplemented small group instruction during the advisory period.
  3. Implementation of a Saturday school program, where the student will receive individualized instruction.
  4. Individualized tutoring in the after school program or during remediation periods.
- RTI interventions strategies and progress will be discussed during the weekly grade level team meetings or during the common prep periods.

If there is no measurable progress, students will be referred, with the consent of the guardian to the Committee of Special Education of the East Ramapo Central School District.

### **ELL Policies and protocols**

The growing number of students that come from households where English is not the primary language is a challenge for educators. ESGCS educational plan calls for an inclusion ESL program in addition to a self standing ESL program for students that need it. The ESL teacher will co-teach with the content area teacher using the Sheltered Instruction Observation Protocol (SIOP). Using the SIOP design, ESL teachers, in collaboration with the content area teachers will develop learning activities to support a lesson that is rich in vocabulary, will have opportunities for reading, writing, listening and speaking. The use of modeling, use of visual, hands- on activities gestures, body language, and other scaffolding techniques will help the English language learners achieve academic growth within the main stream classes.

### **Staffing**

ESGCS will begin it's initial year with one English as a second language teacher. The ESL teacher will support the content area teachers with the English Language Learner students. For the initial year, the Special Education Coordinator will also oversee the English Language Learners students and teachers. The Special Ed./ESL coordinator will monitor the ELL instruction and will receive professional development on the protocol turnkey the strategies learned with the teachers. The ESL coordinator will be responsible for overseeing and monitoring the progress of our ELL students and will collaborate with the DCI and Principal in providing professional development. The ESL coordinator will also program the periodic assessments to monitor progress and prepare students to take the NYSESLAT exam in the Spring of the school year.

The ESL teachers will meet weekly with the content area teachers to plan, assess the progress and communicate with the parents of the students the progress or lack of progress in meeting the NYS CCLS in English.

### **Identification and Review of Services**

The ERCSD will provide the school with data on the identified ELL students. ESGCS will also asked parent to complete a language survey as part of the enrollment process. All students will be required t complete an English diagnostic exam during the orientation week. The data obtained from these assessments will determine if the student needs to take the formal diagnostic exam, the Language Assessment Battery-Revised which will assess whether their level of English proficiency affects their academic progress. When the proficiency levels are established, the students will receive the appropriate and mandated ESL services. In addition, throughout the school year, ELL students will take the Links Benchmark Assessment (LAS) which will measure progress in reading, writing, listening, speaking and comprehension. This data will help the teachers in tailoring instruction to meet student's needs throughout the year and identify students who need intensive remediation and other interventions. It also projects how the ELL students will fare in the NYSESLAT at the end of the year. The English language proficiency levels of the students will not exclude them from any of the extra curricular or extra curricular activities of the school.

The parents of ELL students will become active participants of their children learning by attending workshops and meetings with other parents to discuss ways that the community can help their children increase in English language skills. ESGCS will include the parent coordinator to assist in linking the parents of the ELL students to the teachers and other staff that interact with their children.

The Principal and Director of Curriculum and Instruction (DCI) will review the data and meet with the teachers to determine if the program needs modification to increase its effectiveness in increasing English language skills.

**Related Services- Speech and Language Therapy, Occupational Therapy, Physical Therapy, Family Counseling, Assistive Technology**

ESGCS will coordinate with ERCSC to service the students as per the IEP mandates. This can be achieved during the school day or in the after school program.

**At Risk Students**

Students that presents difficulties with the school work and is determined that is not due to a disability or are not English language learners will be targeted for intervention in the area that they are having difficulties. The teachers will obtain the segregated data and determine through specific skills analysis which instructional strategy will help the struggling students achieve proficiency in the areas that are affecting their academic growth.

### **III. ORGANIZATIONAL AND FISCAL PLAN**

#### **A. Applicant(s)/Founding Group Capacity**

ESGCS Founding Group comprises 10 individuals who contributed to the development of the charter school program, organizational and fiscal plan and the application. Members of the Founding Group have experience in different areas that contributed to the design of the school's educational program, it's integration with the community that it will serve and the needs of the targeted population. This was done with the input of the community, researched effective educational practices, visits to successful charter schools, accessing expert guidance from a variety of sources.

Designing the charter school program The ESGCS academic program and organizational design was developed by the educational Committee, which comprises all of the educators the Founding Group and members of the ESGCS advisory board, with support from a variety of educational experts, charter school educators and advisors. The process of designing the charter school's academic program was facilitated by an Education Committee that currently comprise Zulma Rivera, Dr. Carol Bonilla-Bowman and Deborah Barnes. The operations aspect of the school, its By Laws, Code of Ethics, budgeting, Facilities, staff management were developed by Operations and Budget Committee which comprised of Grant Valentine, EJD, Laurence Holland and Eugee Whyte. The Public Outreach and community outreach was conducted and documented by Public Outreach Committee which comprise of Grant Valentine, Dean Kernan, Beverly Paige and Rev. Melvin Mungin. With on-going meetings and discussions, we analyzed and outlined the philosophy, academic goals, mission statement and key educational design

elements of the school. The Academic Committee also researched and discussed strategies for integrating the community into the programs and culture of the school. The three committees communicated frequently and ultimately ratified the mission statement and approved the Charter application.

If the Charter is issued, two of the members will apply for positions in the Charter school. The main author of the application will apply for the Principal Position for the initial year and the Secretary will apply for the Director of Operations position. Both will be initially contracted for a year.

Designing and implementing a public outreach plan:

The ESGCS Board of Trustees designed and implemented a public outreach campaign to build awareness of the proposed school among parents, community leaders and other community stakeholders. As part of the process of designing the outreach campaign, each member of the Founding Group was asked to identify his or her professional and community-based affiliations, contacts and associations that could be leveraged to promote and share information about ESGCS. The Founding Board then reached out to the identified people and organizations. The utilization of email, Facebook, our web site and telephone calls led to meetings and presentations to inform the community about the school. The Board members were kept apprised of community outreach activities and results through reports at monthly meetings.

Researching effective educational practices:

The educational committee engaged in research regarding the effective educational practices that are part of the key components of the ESGCS academic program, including extended day/year programming. The Academic Committee also engaged in research and discussions with the full board about the curriculum and specific instructional programs, assessments and resources.

Accessing information and guidance from charter school educators and experts:

Members of the Founding Group met with charter school leaders and engaged in site visits at successful charter schools. The Founding Board was advised by the Center for Educational Innovation-Public Education Association (CEI-PEA), a NYC-based national nonprofit organization that has been deeply involved with charter schools for more than 20 years and has helped develop more than 40 NYS charter schools, and through its relationship with CEI-PEA and Victory, the Founding Board has had access to charter school leaders and charter school advisors working in CEI-PEA and Victory. Discussions with these educators and experts help clarify many ideas about the functioning and operations of charter schools in NYS and also gave a snapshot of the instructional processes in a charter school. The Board also discuss professional development and evaluation tools for the teachers and Principal. Several Board members participated in several webinars including the (NYC Charter Center's "Charter 101" and Education Week-sponsored webinars on instruction and blended learning.)

Developing the charter application: The process of writing the charter application was led by Ms. Rivera with input all the Board members in the different areas.

**Table I-Attachment 5a lists and gives a description of the skills and experience of the Founding Group and how it contributed to the mission and design of the proposed charter school**

**B. Board of Trustees and Governance**

ESGCS Board of Trustees (“the Board”) will have overall responsibility for governance and oversight of the Charter School. The Board will be responsible for conducting and directing the affairs of ESGCS, subject to all applicable education and charter laws, the Charter, and the By-laws. The Board will retain absolute authority, oversight and responsibility for managing the affairs of the School. Among the Board’s responsibilities are: 1) establishing, reviewing, and overseeing overall institutional, educational and operational policies and activities consistent with the mission and school’s charter; 2) reviewing all data necessary for the viability of the school including, but not limited to, lottery procedures, fiscal information, and student outcomes; 3) hiring and evaluating the performance of the Principal; 4) ensuring the School meets all relevant local, state, and federal guidelines, regulations and laws and all requirements of its charter authorizer; 5) act as liaison to the Charter authorizer. As part of its role as liaison to the authorizer, representatives of the Board (and/or authorize the Principal) will communicate frequently with the NYSED Charter School Office , prepare all required reports, coordinate authorizer site visits and take all appropriate actions in response to authorizer site visit findings and other requirements. The Board will ensure that any material changes in the school’s programs or operations are approved by the authorizer before they are enacted, in strict compliance with the Charter School Act and relevant regulations, including the recently published “Revision Guidelines” developed by NYSED.

The Board will comprise no less than five and no more than 20 members, and it will include the following officer positions: Chairman, Vice Chairman, Secretary and Treasurer. Initial officers will be elected at the first meeting of the Board of Trustees. Trustees will serve staggered five - year terms. Trustees will be elected to the Board by a majority vote of the Trustees then in office. Any Trustee elected to fill an unexpired term will serve until the next election. A Trustee may resign at any time and, in such instance, a new member may be elected by majority vote of the remaining Trustees. A Trustee can be removed only for cause and in a manner consistent with the requirements of education law. Grounds for removal from the Board include anything that is in violation of the school’s Conflict of Interest policy, Code of Ethics or by-laws, consistent failure to attend Board or committee meetings or any illegal activity. Subject to the revised New York Charter School Act (Charter School Act), no school employee or other person who has a conflict of interest prohibited under Sections 801 through 806 of the General Municipal Law may serve as a voting member of the Board. Also, at no time will more than 40% of Trustees be employees of a single organization. In addition to meeting all legal requirements, Trustees will be expected to demonstrate commitment to the mission, goals and programs of ESGCS . The qualifications for service on the ESGCS Board of Trustees will include being at least 18 years of age and having experience and expertise in a professional or civic area that would benefit the Board and the School.

**Proposed Founding Board of Trustees**

Trustee name	Voting Y/N	Position on the board (e.g., officer or constituent representative)	Length of initial term
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Grant Valentine	Y	Applicant Group, Chairperon	5 yrs
Zulma E. Rivera	Y	Applicant Group, Member	5 yrs
Eugee Whyte	Y	Applicant Group, Secretary	5 yrs
Carol Bonilla Bowman	Y	Applicant Group, Vice-Chairperson	5 yrs
Steven Edwards	Y	Applicant Group, Treasurer	5 yrs
Beverly Paige	Y	Trustee	5 yrs
Rev. Melvin Mungin	Y	Trustee	5 yrs
Dean Kernan	Y	Trustee	5 yrs
Deborah Barnes	Y	Trustee	5 yrs
Laurence Holland	Y	Trustee	5 yrs

Board meetings will be held monthly and will be open to the public, in full compliance with the Open Meetings Law, the Charter School Act and ESGCS by-laws. The agenda for each meeting will be prepared by the Executive committee and the Principal. A majority of voting Board members will constitute a quorum. A vote by a majority of the Trustees, if a quorum is present, will constitute a binding decision by the Board for purposes of doing business. As governed by the By-Laws, the Board will govern ESGCS and have final authority for its policies and operations. The Board will have oversight over the academic progress and fiscal soundness of the school. The Board will delegate to the Principal the day-to-day decision-making and authority for instructional leadership and hiring and evaluation of staff. The Principal will be accountable to the Board and, as noted above, the Board will retain absolute authority and responsibility for all activities and functions of ESGCS. The Board will act as a whole and may appoint committees as needed to carry out its work. All committees will be accountable directly to the Board, and a written committee description will be developed for each committee outlining what the Board expects from the committee. The Board will have three standing committees—i.e. An Executive Committee chaired by the President, a Finance Committee chaired by the Treasurer and an Education Committee. Standing committee assignments will be made at the first Board meeting. Additional committees may be established at any time. Roles and responsibilities of the standing committees will include:

- 1) Executive Committee: a) meeting to draw up an agenda for each meeting of the full Board; b) making decisions on behalf of the full Board as needed which cannot wait for the full Board or on matters delegated to the Executive Committee by the Board; c) maintaining effective communication with the committees of ESGCS Board; d) coordinating the annual planning and budget process of ESGCS in conjunction with the Finance and Operations Committee and the Principal; e) responding to the call of the Board president or Principal for emergency meetings to deal with special problems between regular Board meetings; f)

same to the Board; and h) reporting to the Board at regular meetings of the Board in a manner determined by the Board.

2) Finance Committee: Responsibilities of the Finance Committee will include: a) preparing annual budgets for the school in collaboration with the Principal; b) developing and annually revising, in collaboration with the Principal, annual and multi-year financial forecasts and developing long-range financial plans based on the forecasts; c) reviewing grant proposals and as necessary, recommend action by the Board; d) reviewing all non-budgeted expenditures over a set dollar amount to be determined by the Board and recommend action to the Board; e) submitting annually objectives as part of the planning and budgeting process; f) evaluating annually its work as a committee and the objectives it has committed itself to and report on same to the Board; g) arranging for an annual audit with submission of same to the Board; and h) reporting to the Board at regular Board meetings; h) provide training and support to all Board members on exercising the responsibilities and obligations of a charter school.

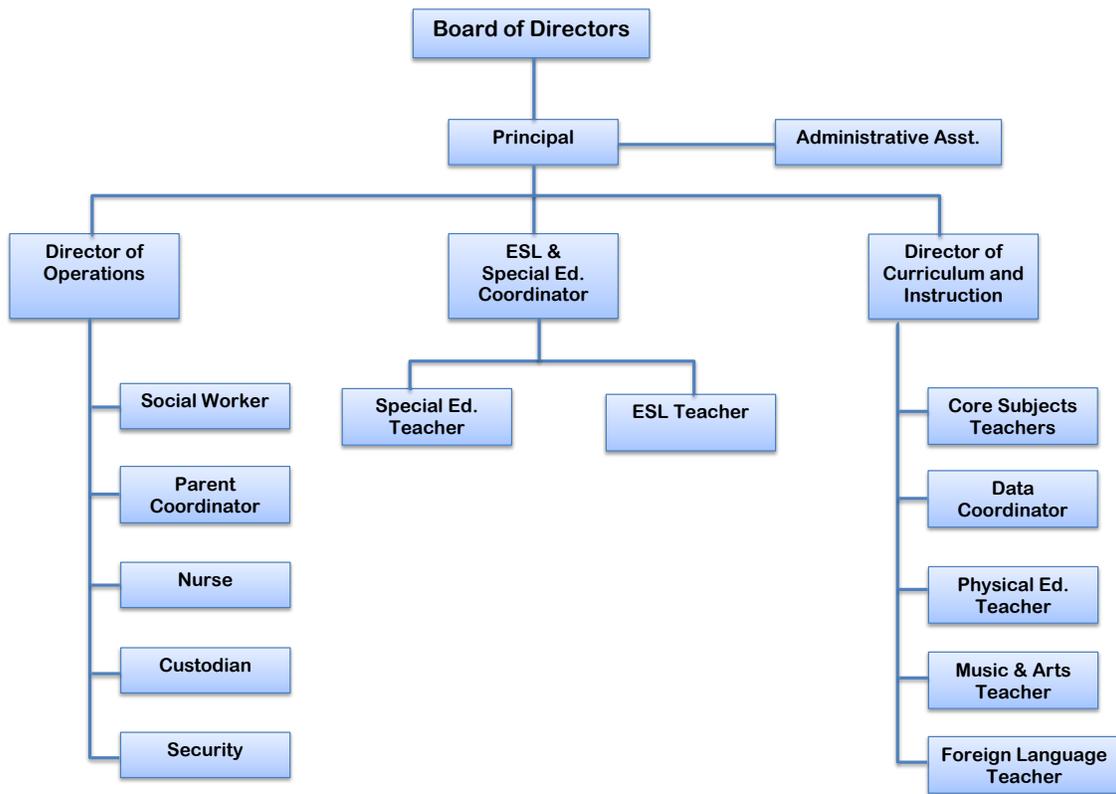
Education Committee: The Education Committee will focus on program planning, curriculum, professional development and other matters related to the school's academic program. The Education Committee, in consultation with the Principal, will: a) review instructional programs and student achievement; b) monitor the school's progress in implementing the instructional program and achieving student achievement outcomes; c) review the status of certified teachers and teacher assistants and monitor annually the Teacher and Principal Evaluation processes; d) review the professional development plan and monitoring the Principal and staff's progress in achieving academic goals; e) participate, as appropriate, in the development of the school's Consolidated Application and related Title I and entitlement grant forms; f) meet periodically to discuss the academic program and its implementation including student outcomes, certification status of staff and any problems identified; g) provide a report at each Board meeting.

The Board will engage in professional development each year to ensure that all Trustees have a common vision of the Board's roles and responsibilities and to address needs or gaps identified by the Board Chairperson and based on needs identified by board members, self assessment, and reviews by Chairperson and recommendations from external consultants. The Founding Board has initiated a dialogue about board training and the board trainer selection process with CEI-PEA. An appropriate portion of Charter School Program (CSP) grant funds will be set aside to support board training and, thereafter, board training will be supported by ESGCS budget funds. A key focus of board training will be "governance by policy"—i.e. engaging the board in an ongoing process of collaboratively developing, ratifying and implementing formal policies that will define how the board operates and addresses any issues that may arise. Such "governance by policy" will ensure consistent and effective governance over the life of the school. In addition, all new Board members will participate in an orientation that includes written orientation materials (i.e. the charter, the By-laws, the Code of Conduct, previous Board and Committee meeting minutes and information and articles regarding best practices in charter school governance) and at least one orientation meeting with the Board President and the Chairperson of any Committee on which the new Trustee will serve. Board professional development for all members will also

focus on ensuring that Trustees understand their legal and financial obligations (e.g. duty of loyalty, duty of care) as well as the laws and regulations that govern how a Board may do business (e.g. the Open Meetings Laws.).

**C. Management and Staffing**

The Organization Diagram below shows the Staffing Needs for the Initial Year of the Charter. For subsequent years 2-5 of the Charter Terms, the number of teachers will increase to accommodate the increase in enrollment to full capacity of 360 students by the third year of the charter term.



Organizational Structure and Descriptions and Responsibilities of Key Administrators Staffing Plan for First Five Years of Operation

The following description of ESGCS organizational plan sets forth the management and staffing structure of ESGCS that will be established over the course of the charter term. The roles and responsibilities of the Board are described in the Governance section of this narrative and in the By-laws. Day-to-day management and instructional leadership of ESGCS will be the responsibility of the Principal, with oversight by the Board of Trustees. The Principal will work

closely with, and report directly to the Board of Trustees. The Principal will be hired formally by the Board upon the authorizer's approval of the school. The Principal will provide reports on the academic and operational progress of the school at each regular Board meeting. The Principal is responsible for ensuring that the school adheres to its mission, that its goals and objectives are achieved and that it is operationally and financially sound. The Principal is responsible for managing the daily internal affairs to ensure smooth and effective instructional and operational practices. Most importantly, the Principal is the instructional leader of the school. The Principal hires (with Board consent and oversight) and manages all school staff and, in coordination with the Board, oversees all instructional programs. As described elsewhere in this application narrative, the Principal will implement teacher evaluations and, with Board oversight, determine teacher retention and promotion outcomes based on evaluation results. The school's curriculum development/alignment, professional development and "data culture" initiatives will be designed and led by the Principal in collaboration with the Director of Curriculum and Instruction. The Principal will serve as a central leadership figure within the school and the local community. The Principal will also oversee implementation of the school's student discipline policy. Under the direction and consent of the Board, the Principal will communicate and interact on behalf of the school as needed with the charter authorizer.

The Principal selection process that will be followed if the Board does not appoint the author of the application to lead and start up the Proposed Charter in its initial year. It includes; a) alignment by the Founding Group of the mission, goals, objectives and instructional philosophy of ESGCS b) a set of desired qualifications and experience for Principal candidates c) outreach to identify suitable candidates; d) Founding Group interviews of identified candidates. The Founding Group has developed an interview protocol that will be used to assess the skills, experience and appropriateness of each candidate who emerges successfully from the initial screening process. Once the Founding Group decides on the candidate, a second interview will be conducted. In this interview, a small panel of consultants with extensive charter school experience will ask questions about the prospective Principal's experience, understanding of the mission and proposed programs of the school and ability to lead a high-performing charter school. At the conclusion of the interview with this Panel, the founding group will make the selection of the candidate and offer the Principal Position. The Principal will be supported by an Instructional Leadership Team comprising a Director of Curriculum and Instruction (DCI), a Data Coordinator and a Special Education Coordinator (SPED Coordinator). The Principal will also be supported by a Director of Operations (DOO).

The DCI will work closely with the Principal and instructional staff to support curriculum development, alignment of curricula with Common Core Learning Standards, training and embedded professional development for teachers and implementation of the academic program. The DCI will report directly to the Principal. The DCI will work with teachers and the Data Coordinator to facilitate curriculum mapping, lesson planning and the development and ongoing improvement of rigorous Student Learning Objectives (SLOs) for all grades and subjects.

The DCI will work with the Principal to design and implement a professional development academy to be held at the beginning of each school year, including analysis of assessment and other data to identify school-wide and teacher-specific needs that will be addressed during the

professional development academy. The DCI will also be responsible for implementing the school's student discipline policy, in coordination with the Principal. The DCI will be certified in the Danielson Framework for Teaching by the start of the second year of operations and, thereafter, he or she will conduct teacher evaluations along with the Principal. In seeking to fill this position, ESGCS will expect candidates to have all appropriate certifications and at least two years successful experience as a senior instructional administrator in a 6-8 or K-8 public school environment, with preference given to candidates who have worked successfully in urban charter schools.

- The Data Coordinator—A full-time Data Coordinator will be hired prior to the opening of the school and will report directly to the DCI. He or she will manage all areas of instructional data and technology, including development/acquisition and maintenance of the school's data warehouse, data analysis tools, Student Information System and internal/external communication technology. The Data Coordinator will be primarily responsible, under the direction of the Principal, for nurturing and maintaining a school-wide data culture in which each teacher is actively engaged in the collection, analysis, use of student data to drive instructions.

Accordingly, the Data Coordinator will train teachers in the use of school technology and the analysis of student assessment data, and he or she will be the person primarily responsible for establishing and nurturing a school-wide data culture. The Data Coordinator will be evaluated by the Principal with input from the DCI. In seeking to fill this position, ESGCS will expect candidates to have at least one year experience as a data coordinator, data coach or technology officer/data specialist at a K-12 school, with preference given to candidates who have worked successfully in charter schools.

- The DOO—A full-time DOO will be hired prior to the opening of the school and will be responsible for planning, coordinating and supervising the day-to-day business operations of the school, including supervising the enrollment, transfer and related processes for students; maintenance of student records and files; preparation of reports to the Board and the state; completion of Consolidated Applications; oversight of purchasing, payroll, expense records and other financial activities; maintenance of the school's website; coordination of budget development and monitoring of the school budget; oversight of facilities-related matters; maintenance of insurance; preparation and maintenance of school schedules (in coordination with the Principal); preparing annual performance audits in collaboration with the Principal; and performing other duties as assigned by the Principal. In selecting a DOO, ESGCS will seek highly-competent appropriately credentialed candidates with experience managing the operations and business affairs in at least one public K-12 school (preferably a NYS charter school).

- The SPED Coordinator—A full time SPED Coordinator will be hired prior to the start of ESGCS first year of operation and will be responsible for overseeing all special education programming and services at the school. The SPED Coordinator will report directly to the Principal, and his or her responsibilities will include managing and providing professional development to special education teachers, supporting special education teachers and non-special education teachers in addressing the needs of students with disabilities, working cooperatively with the CSE of the local district and ensuring that the school is in compliance with all laws, regulations and requirements related to special education. In selecting a SPED Coordinator,

ESGCS will seek a highly-competent, appropriately credentialed individual with experience overseeing successful special education programs in K-12 charter or traditional public schools. Teachers will be hired in all subjects over the course of the charter term. ESGCS expects to hire only NYS-certified teachers and will endeavor to develop a faculty that is diverse, both culturally and experientially. The qualifications that ESGCS will seek in teacher candidates are described in the “Job Descriptions” section of the Personnel Policies attachment. ESGCS will strive to recruit and sustain a high-quality and high-performing teachers and staff. The Board and the Principal will be committed to recruit and maintain highly qualified teachers.

- Recruitment—Ongoing recruitment of teachers who are likely to thrive in the ESGCS school environment, including advertising, participation in teacher recruitment events and leveraging relationships of Founding Team and school leadership members with teachers and educational institutions with teacher preparation programs. ESGCS will employ a year-round recruitment strategy, including: a) participation in teacher fairs across New York and the Northeastern U.S.; b) building relationships with colleges and universities across NYS to identify and recruit outstanding new teachers from among each school’s student populations and to establish pre-service training opportunities that will enable ESGCS to identify and recruit promising new teachers.
- working with established networks of teacher candidates such as Teach for America, as well as nonprofit educational service providers that work with New York City charter schools such as CEI-PEA, the NYC Charter School Coalition and the NYC Charter School Center. The recruitment process will include a review of resumes and other pertinent documents, interviews with the Principal and DCI and thorough background checks to ensure that information provided by the candidates is accurate. (See the Hiring and Personnel Policies for detailed description of the Hiring Process).
- Induction-Effective induction of new teachers, where professional development for new teachers is focused on ensuring their smooth and successful transitions into the culture and high-academic-expectations environment of ESGCS and where new teachers have opportunities to be mentored by more experienced teachers. In addition to mentoring, new teachers at ESGCS will be provided opportunities for common planning time with other teachers, and part of each year’s Professional Development Institute will be devoted to addressing issues relevant to new and less-experienced teachers—e.g. classroom management, the CACS school culture and Habits of Mind.
- Targeted and ongoing Professional Development for all teachers, including a Professional Development Institute prior to the start of each school year, social learning-based ESGCS hiring practices will at all times be compliant with laws and regulations regarding teacher certification in NYS charter schools.
- Opportunities for “Career Lattice” Professional Growth, where teachers can advance in their careers while remaining in the classroom. Teachers will have opportunities to grow from being Associate Teachers to Classroom Teachers to Master Teachers by consistently being “Effective” or “Highly Effective” as measured through ESGCS’ teacher evaluation system. Teachers will also have opportunities to assume “leadership” positions within the school—e.g. Mentors, PLC Coaches and Data Coaches,

- A Culture of Professional Collaboration in which all school stakeholders have opportunities to work together to support the academic achievement of students. Teachers will collaborate with one another in PLCs and will engage in peer review and frequent shared planning sessions. Professional collaboration will be facilitated by the school's use of social learning resources that enable teachers and other school stakeholders to communicate with one another and share video, and other media with one another to support one another and develop effective lessons and learning experiences for students.
- A Fair, Transparent and Data-driven Evaluation Process for teachers, instructional administrator and the school leader. As detailed later in this narrative, teachers will be evaluated by the Principal each year using a process that includes multiple measures including student academic achievement/growth measures and professional growth measures (assessed using rubrics based on the Danielson Framework for Teaching). The Principal will be evaluated each year using the VAL-ED evaluation process. Evaluation results will play a key role in all HCMS-related decisions, including retention, advancement and professional development.

#### C1. Charter Management Organization

ESGCS does not intend to contract with a Charter Management Organization

#### C2. Partner Organization

ESGCS does not intend to partner with any other organization

### **D. Evaluation**

#### Evaluation of the Board of Trustees:

Board members will be evaluated on an annual basis by the school's Executive Committee using a narrative self-assessment, as well as a rubric completed by each individual Board member and the Board Chair. This rubric will be focused on the NYSED Charter School Performance Framework, Benchmark 6: "Board Oversight and Governance". The roles and responsibilities are clearly defined and communicated to each member and implemented. This will create a culture of shared accountability among the Board members. It is expected that the initial self-evaluations will use instruments similar to or adapted from the Board self-assessment questionnaire included in *Effective School Boards, Strategies for Improving Board Performance*, the *Self-assessment for Nonprofit Governing Boards* made available by the National Center for Nonprofit Boards ([www.ncnb.org](http://www.ncnb.org)) and the *Board Governance Assessment Tool* developed by the National Association of Independent Schools.

#### Evaluation of the School: School Quality Review

ESGCS will collect and review a variety of data to assess its programs, fiscal viability and the performance of its Trustees and staff. Primary evaluation of the school's programs—including the school's effectiveness in achieving its goals and objectives each year—will rest with the Board of Trustees, with support from the Principal and designated staff members. The Board will use data to inform its decision-making process and to ensure the school is making progress towards academic and other goals, complying with its charter and applicable charter laws and conducting its operations in a fiscally responsible manner.

ESGCS will collect five different types of data to evaluate its programs, fiscal viability and the instructional programs.

—Achievement data-This is the main indicator of student progress and the most important data for the Board. The data reports will be developed by the data coordinator and the DCI and will include results of the schools diagnostic, formative and summative assessments. The data will be further segregated by the grade levels and of student subgroups in order to measure the achievement gap between groups. For our purpose, the main groups are (SWD, ELL, and students that received free or reduced lunch). Another set of data will include the results of the NYS Standardized tests in ELA, Math, Science,. The results and data of these assessments will be use the evaluate the schools Adequate Yearly Progress and if the school is meeting the goals established in the Education Plan for the school. In addition the Board will annually compare our achievement data with a selected group of high performing charter schools and high performing charter schools in order to evaluate our effectiveness in comparison to proven school models.

—Demographic data- Information on student attendance and enrollment retention, school suspensions, and the recruitment and enrollment of students from various subgroups. After three years, ESGCS will be able to collect data of high school acceptance and after 7 graduation data and college acceptance rates. Data reflecting on students receiving remediation and financial packages, scholarships and grants will also be evaluated in the future of the Charter.

—Program data- Information about school programming, the calendar year, extended school day and it's effect on the performance and achievement of students. It will also include staff programming, staff attrition and certification and promotions. It will also include interventions data(enrichment clusters, after school programs, Saturday programs, Advisory). It will also have a component of parental involvement and if the school has an active PA or PTA. This will allow the Board to evaluate the impact on students performance and progress towards the school goals listed in the Education Plan.

—Perception Data- will include parents, teachers and students surveys about the school's culture, academics, program and course offerings. This will give the Board an insight of how the school is viewed by students, parents and teachers and make necessary adjustments to policies and/or programs if needed. This will give the Board information to gauge if the school is making progress towards the goals of Family engagement and school culture.

—Financial Data- The Board and Principal will analyze the fiscal soundness of the school on a monthly basis by looking at budget to actual expenses and the level of variance and regularly assess the school's cash reserve. The Board and Principal will adjust budget needs in relation to the education program implementation and the increased in enrollment. ESGCS will undergo an independent audit of the financial statements to be conducted annually by a CPA selected by the Board.

#### Evaluation of Teachers:

ESGCS teachers and instructional staff will be evaluated through a process that uses multiple measures, including student growth and teacher professional practice measured with performance rubrics in four common domains developed by Charlotte Danielson in "A Framework for Teaching 2011", which has been approved by NYSED.

These domains are: a. planning and preparation b. class environment c. instruction d. professional responsibilities . The evaluation process for pedagogical staff will have three distinct components: 1) Formal and informal observations and feedback 2) Student achievement data 3) Student/Family satisfaction survey data, 4) Formal written observations. All the documentation will be kept in the teacher's file and a copy will be given to the teacher for her professional binder. Teacher evaluation results will govern decision-making regarding teacher retention, promotion and termination, and it will be used to inform decision-making regarding professional development and school improvement planning. Teacher evaluations at ESGCS will be conducted by the Principal with the support of the DCI. ESGCS' teacher evaluation system will result in each teacher and instructional staff member receiving a rating of either "Highly Effective," "Effective," "Developing," or "Ineffective" . The Danielson Framework will guide all Professional Performance Measures for the teachers of the core content subjects as well as the Special Education teachers and English as a second language teachers.

#### Evaluation of Leadership and Administration:

Principal evaluation will be conducted through twice-annual observations by members of the Board and use of the Vanderbilt Assessment of Leadership in Education (VAL-ED), a research-based evaluation tool that measures the effectiveness of school leaders by providing a detailed assessment of a Principal's perceived performance. VAL-ED is a 360-degree survey that is taken not only by the Principal, but by teachers and the Principal's Supervisor, thereby providing the Principal and Board with comprehensive and effective feedback. The Principal will begin each year with a self-assessment based on the VAL-ED rubrics. Those rubrics will again be used at the end of the year combined with the results of the VAL-ED assessment, the observations, student achievement data and other multiple measures to establish a summative evaluation of the Principal's performance. Evaluation results will govern Board decision-making regarding Principal retention or termination, and it will guide the setting of professional growth targets and professional development for the Principal. Student, family, and teacher satisfaction will be assessed using tools developed by the school.

#### Evaluation of School Programs and Initiatives:

ESGCS will use the Tripod Student Survey Assessments each year to help assess student perceptions of the academic program and school culture, to help gauge student satisfaction with the school's programs. Tripod student survey assessments, developed by Dr. Ronald Ferguson of Harvard University and provided in partnership with Cambridge Education, are designed to capture key dimensions of classroom life and teaching practice as students experience them, first-hand in real time. ESGCS instructional administrators and staff will be trained in the use of these assessments and will administer them each year. In regards to physical education, arts and music programs, ESGCS Founding Team recognizes that NYS is developing state assessments in Physical Education and Art and intends to create assessments for all subjects. As these assessments are released, ESGCS will integrate them into its assessment and teacher/school leader evaluation systems and developed the course offerings for these subject areas.

### **E. Professional Development**

### Components of Professional Development

ESGCS will provide its teachers and instructional staff with year-round opportunities for professional development, based on data-driven identification and analysis of school and individual teacher needs. Consistent with the instructional philosophy of the school, ESGCS professional development initiatives will employ a blended and flipped approach, thus enabling teachers to participate in professional development activities at the school and away from the school setting. Teachers will learn not only from trainers and technical assistance providers but also from one another as the school establishes itself as a community of learners. Professional development initiatives will be designed to address issues and needs identified through analysis of student data, teacher evaluation findings, and collaborative school-wide improvement planning processes (e.g. the Title I school-wide planning process, annual analysis of progress made towards meeting charter school objectives for reporting to SED, etc.) The proposed program of professional development includes the Summer Orientation and Master Teacher training, weekly staff meetings, staff development days throughout the school year, Fridays afternoon professional development built into the teacher's program and common planning preps. By providing teachers with this thorough and targeted support and development, we trust that each teacher will become an effective teacher in providing instruction for all our students. ESGCS proposed Founding Principal is now being certified in the use of the Danielson Framework for Teaching and will be certified in the use of the Danielson Framework for Teaching prior to the opening of the school. All the professional development activities will be evaluated by the teachers. This data will be evaluated by the Principal and DCI in order to assess its perceived effectiveness and usefulness in the classroom. The Principal in collaboration with the DCI will make adjustments to the PD program based on the analysis of the data from the teacher's response in the PD evaluation surveys. Additionally, a Needs Assessment will be conducted twice a year to elicit staff development needs from the teachers.

### Summer Orientation & Master Teacher Training

During the extensive five (5) days professional development in August, teachers and administrators will meet and discuss the understanding of the school's mission, establishing and maintaining the school culture and routines, understanding the student population, and the servicing of students with disabilities. The orientation will be conducted using whole-staff meeting, subject area meetings, departmental meetings. There will be role playing, modeling, video analysis, and other practical training methods. Session on data collection and analysis, differentiated instruction, co-teaching strategies, enrichment clusters, advisory group training, will be conducted. Teachers will have summer reading prior to the sessions based on the bibliography given to them by the Principal with the Hiring Packet. A targeted training session will also be included to familiarize teachers with the curriculum, the backward design approach in developing unit plans, lesson planning and materials, co-teaching planning for inclusion models, instructional approaches such as the SIOP for ELL students and co-teaching for students with IEP's. Time will be set aside for teachers to develop their own professional goals for the coming school year and to review unit plans and curricular materials and to discuss the data the student's diagnostic assessments that were administered during the student's orientation week.

### Weekly staff meetings and common preps

ESGCS will have several types of staff meetings and common preps build into the weekly programs and school calendar. There will three 1/2 days PD, two full days PD, and daily common preps. On Fridays afternoon, the administration and teachers will meet and use the time for PD, Kid Talk, planning for assessments, lesson planning strategies, departmental sessions, and/or development of inquiry teams.

Informal short observations and immediate feedback

Teachers will be visited during classroom activities by the Principal and DCI. These short observations will be target to a specific skills area such as classroom management, students engagement, lesson development, classroom artifacts and environment. An immediate short written feedback will be placed on the teacher’s desk for the teacher to review and if needed to request a meeting with the Principal or DCI. The purpose of these short informal observations is to direct the teacher’s attention to strengths and weaknesses. The teacher will also receive a positive comment.

New Teacher Mentoring

ESGCS will provide supplemental support and training to the junior teachers with less experience by pairing them with veteran or more experienced teachers in a formal mentoring program led by the DCI and the Principal. The Principal and DCI will seek professional consultants for contract to assist in the New Teacher Mentoring program.

**F. Facilities**

Occupancy Plan

The ESGCS has visited several potential sites to house the school. We expect the School to fully occupy the building by the 3rd year of operation. Our build-out envisions a school that can accommodate at least 85 square feet per pupil or a total square footage at approximately 10,200 square feet for year 1 and approximately 31,200 square foot at full enrollment of 360 students. The plan calls for a roll-out as follows:

Purpose for Room	Square Footage Required in First Year	Number of Rooms Required in First Year	Number of Rooms Required at Full Enrollment	Square Footage Required at Full Enrollment
Classrooms	5,000	5	15	15,000
Student Support	900	3	9	2,700
Administrative Space	1000	4	5	1,250
Storage	2000	2	4	4000
Multi-Purpose Room	2,500	1	3	7,500
Medical Room	750	1	1	750
Total Facility	12,150	16	37	31,200

We also envision adequate playground area and parking for at least 25 vehicles.. Our discussions with real estate brokers, owners and others reveal that a reasonable market rent for this type of space would be in the range of \$15-\$20/sf depending on location size and specification costs. This would mean a minimum annual base rental of \$153,000-\$204,000.

#### Site Visits

We have visited and identified the following sites as of January 2016.

- The Edwin Gould Property in Chestnut Ridge
- Sterling Building in Springvalley
- Kakiat Elementary School Building

The committee has visited two properties in the Village of Spring Valley. St Joseph Church School and an office building at 4 North Main Street that would have to reconfigured for school use.

#### **G. Insurance**

The following coverages will be secured to meet authorizer requirements:

- a) General Liability (\$1,000,000 occurrence/ \$2,000,000 aggregate);
- b) Workers Compensation (Statutory Limits pursuant to NY laws);
- c) Employee Benefits Liability (\$1,000,000);
- d) Automobile/Bus Liability including underinsured and uninsured as needed (\$1,000,000);
- e) Umbrella/Excess Liability above primary program (\$10,000,000);
- f) Employment Practices Liability (\$1,000,000);
- g) Educators Legal Liability (\$1,000,000);
- h) School Board Errors & Omissions--D&O (\$1,000,000);
- i) Sexual Misconduct Liability (\$1,000,000 / \$2,000,000 aggregate);
- j) Crime/Fidelity Coverage—Bonds (\$500,000);
- k) Property/Lease and Boiler Machinery Coverage Blanket (Limits as needed by School, on an all risk of direct physical basis); and
- l) Student Accident Coverage (Primary \$25,000 limits and CAT option at \$5,000,000). CACS will only be placed with at least an A+ rated insurance carrier as determined by AM Best rating guidelines.

#### **H. Health, Food, and Transportation Services**

##### Health and Wellness Services:

ESGCS will comply with all relevant laws and regulations regarding the administration and implementation of school health services. In accordance with Section 902 of Article 19, ESGCS will employ a NYS licensed Register Nurse, who will serve as Medical Director and as the full-time school nurse. In accordance with Section 903, all students will be required to provide to the school a health certificate within 30 days after they enter the school and a certificate of immunization at the time of registration or within the acceptable time frame after enrollment. These requirements are subject to exceptions permitted under the law for religious exemptions. Each student's health and immunization certificates will be filed in his or her cumulative record. In the event that a student does not present a health certificate (unless he or she has been

accommodated on grounds of religious beliefs), the school will send a notice to the parents or guardians of the student and inform them that, if the required certificate is not furnished within 30 days of the notice, the school's Medical Director will refer the family to a health clinic that can do the physical examination of the student and provide the required documentation. All notices and examinations will be done in a manner that is completely consistent with Sections 903 and Section 904 and other relevant laws and regulations. In addition, the school will request from each student a dental certificate. However, providing such a certificate is not required for school attendance. ESGCS will also provide screenings for vision, hearing and scoliosis as required by Section 905 and outlined in Commissioner's Regulation 136.3. Such screenings will be performed by the Medical Director or by the licensed health professional he or she designates. The Medical Director/school nurse will oversee school health services and provide direct services to students, including dispensing medication in compliance with the rules and policies described below. As Medical Director, he or she will approve students to participate in intramural and interscholastic sports activities and to return to play following injury or illness, and he or she will ensure that the school complies with the requirements of the Concussion Management and Awareness Act. ESGCS will notify parents and guardians whenever their children are referred to the nurse's office, and the school will ask parents and guardians each year about any medical conditions and other relevant health-related circumstances regarding their children. Prior to the start of each year, the Medical Director/school nurse will provide training to all school faculty and staff regarding school health policies and procedures, including first aid provisions and protocols for health emergencies. He or she will also train faculty and staff members to perform a number of student health-related tasks including recognizing vital signs. All faculty and staff will have access to first aid resources. ESGCS will also comply with Section 917 of the Education Law's requirements regarding access to automated external defibrillators. Prior to the commencement of ESGCS first year of operations, the Trustees will adopt a policy regarding the administration of medications at the school. Before the beginning of each school year, ESGCS will ask parents and guardians about any prescription and/or non-prescription medication that a student is required to take at school. ESGCS will also secure parental consent to identify students with health risks and to provide accommodations to faculty and staff, as appropriate. ESGCS must receive a completed Medication Permission Form filled out by the student's physician. Parents will be able to retrieve this form from the nurse's office, the school's main office or via download from the school website. Only the Medical Director can administer medications to students. If the same prescription for a student is to continue beyond the present school year, a new Medication Permission Form must be filled out every year. The Medical Director/school nurse will administer initial treatments for minor injuries and make the determination if emergency services must be contacted. There will be designated faculty members who will have EMT training to provide additional emergency services if needed on site. The student's emergency contact will be notified immediately by phone whenever medical treatment is administered to a student, and an Incident Report will be kept in the student's permanent file. ESGCS will maintain and keep current a digital record of telephone numbers and other contact information for the parents and guardians of each student and for alternative contacts in the event that a parent or guardian is unavailable.

Food Services:

For breakfast, lunch, and the daily snack, ESGCS plans to participate in the Federal School Breakfast Program and the National School Lunch Program administered by the U.S. Department of Agriculture (USDA). Both programs offer free or reduced meals to all students that meet the eligibility requirements. All students will receive the appropriate application forms at enrollment. The school will provide an onsite refrigerator for short-term milk storage and appropriate food preparation, storage and heating facilities. ESGCS will have a designated eating area/cafeteria for meal consumption. ESGCS will work directly with government agencies to receive the appropriate free lunch and reduce lunch, breakfast and snack reimbursement for food services. The school will comply with any additional state, federal or local nutritional requirements and guidelines.

Transportation:

ESGCS will not provide transportation services directly, but is eligible for the same transportation services currently provided for non-public school students in the east Ramapo school district . We will received transportation from the East Ramapo School District including on days when public schools are not in session. In cases where students are not eligible for School district transportation under section 3635 of the Education law, the school will not provide supplementary transportation to students. Parents, guardians local community and faith based organizations will be utilized to provide transportation.

## **I. Family and Community Involvement**

ESGCS was designed with input from parents, families and community members, and the input and involvement of these stakeholders will continue through the implementation of the school's programs. ESGCS vision of parental and family involvement holds that parents and families must be active and empowered partners with the school's Principal, teachers and staff to support the educational and social-emotional development of their children. To support this vision, ESGCS will leverage the efforts and resources of its Trustees and staff, along with those of community-based organizations in Rockland County to ensure meaningful inclusion of parents, families and the community in the school's activities. The school's family and community involvement have included and will include in the future the following"

- parents and community members in planning and the school design based on the needs of the community. The ESCSD data reports and NYS District's report cards were used in determining the design and curriculum for the school. ESGCS' Founding Board included residents of East Ramapo and Rockland County . Also, the process of designing the school included public meetings with parents and community members and input from parents of pre-school students in East Ramapo . ESGCS will establish and support a Parent Advisory Council and a Parent Teacher Association (PTA) or Parent Association (PA), and it will sponsor parent and community events at least monthly, including exhibitions and performances of student work.
- Parents and community members will participate in school governance and ongoing school improvement initiatives. Community members will be represented on the Board of Trustees,

and parents of ESGCS students and community members will be represented on ad-hoc committees established by the Board. In addition, parents and community members will be recruited to participate in the Title I School-wide Program planning committee and school-based planning and advisory teams. Parents and community members will also be surveyed each year to provide opportunities for input and recommendations for ongoing school improvement. Parents will also be informed about school activities and issues through twice-monthly “robo-calls” and newsletters, all of which will discuss upcoming opportunities for parents to get involved in school affairs (e.g. upcoming Board meetings, Parent Council/PTA meetings, Principal “coffees,” etc.).

- ESGCS will engage parents, families and students in orientation activities at the beginning of each school. During these orientation events, parents and families will be informed about the mission, philosophy, instructional program and other aspects of the school and will have opportunities to meet with and provide input to their children’s teachers and the school’s administrators. Also, the Principal will sponsor “coffees” or other informal events at least twice-monthly where parents can meet teachers and school administrators, talk about school issues and present their ideas and concerns. Parent-Teacher conferences will be held at least quarterly and the school’s Parent Council and PTA/PA will meet at least every other month. ESGCS will create a parent List-serv (and/or encourage and support parent leaders in developing List-services) and will promote two-way electronic communication involving teachers and parents via e-mail and on the school’s website. In addition, the school will solicit and review parental feedback through a formal school-based survey at least annually.

## **J. Financial Management**

ESGCS’ financial management policies and procedures will be designed to ensure fiscal responsibility and appropriate management of the school’s funds, and to further ensure that the school is at all times in sound and stable financial condition as evidenced by performance on the key financial indicators set forth in the Charter School Performance Framework (Benchmarks 4 and 5). ESGCS will follow a written set of fiscal policies. ESGCS will engage an independent auditor to review its fiscal policies and procedures and conduct an internal controls check before the fiscal policies and procedures are ratified by the’ ESGCS Board of Trustees ESGCS.’ Board of Trustees will have ultimate responsibility for approving such fiscal policies and providing academic, fiscal and regulatory oversight of the school. The Principal will have oversight responsibilities over the financial management of the school and thus will be responsible for the protection of the school’s financial records with oversight from the Board Treasurer. ESGCS Director of Operations (DOO) will administer the daily fiscal and accounting functions of the School, with assistance and support from the school’s consulting certified public accountant (CPA) or accounting firm. The DOO reports directly to the Principal who, in turn, will report regularly to the Board about the fiscal condition and financial management of the school. The DOO will be responsible for the maintenance and protection of student and financial records and will also oversee policies and procedures for tracking enrollment and attendance eligibility, eligibility for free- and reduced- lunch; special education services; and other services for special populations of students. ESGCS will contract with an independent certified public CPA or

accounting firm to provide support in analyzing, reconciling, and adjusting account balances, and to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP). The CPA also may assist in developing ESGCS chart of accounts and implementation of an accounting software system. All financial statements will be prepared in accordance with GAAP. Such financial statements would be prepared for each fiscal year and would include a statement of financial position, a statement of activities, a statement of cash flows, a schedule of functional expenses, and notes to the financial statements.

**Independent Audit**—The Board of Trustees will be responsible for hiring an independent auditor to perform an audit of the financial statements prepared by the management. The Board financial Committee will have the ultimate responsibility to oversee the audit process. The audit will be performed by the independent auditor in accordance with the Generally Accepted Auditing Standards (GAAS). The Principal, DOO and designated staff will provide complete and timely access to the school's books and other records as requested by its independent auditor. Upon completion of the audit, the Financial Committee will have a meeting either in person or via a teleconference with the independent auditor to discuss the report and any findings. A corrective action plan will be discussed and implemented by the F&O Committee to correct any findings by the independent auditor. A copy of the audit report and the auditor's Management Letter will be provided to the full Board, NYSED, and the Board of Regents (Authorizer) by the November deadline of each year. ESGCS will also submit a complete copy of the independent auditor's report to NYSED by the November deadline of each year. ESGCS is committed to developing and maintaining fiscal policies and procedures that ensure sound internal controls, fiscal responsibility and accountability in accordance with GAAP, and adherence to the Financial Accounting Standards Board (FASB) rules and regulations. The following explains the Internal Control System that ESGCS will implement. **Internal Control Systems**—The internal control structure represents those policies and procedures that affect the organization's ability to process, record, summarize, and report financial information. This structure will be established and maintained to reduce the potential unauthorized use of ESGCS assets or misstatement of account balances. The internal control structure is composed of the following two basic elements: (1) the control environment; and (2) the control procedures.

1. **The Control Environment:** The control environment reflects the importance ESGCS places on internal controls as part of its day-to-day activities. Factors that influence the control environment include management and Board philosophy, organizational structure, ways of assigning authority and responsibility, methods of management and control, and personnel / policies and practices. ESGCS' Board will review the fiscal reports as a part of its board meetings; the board will also ensure that the organization's structure allows for sufficient checks and balances.

2. **The Control Procedures:** Control procedures are the procedures that will be set up to strengthen ' ESGCS internal control structure and thus safeguard the school's assets. They are divided into the following:

- **Segregation of Duties:** No one person would control all the key aspects of a transaction or event, and the functions performed by one person may be checked by the functions performed by the other.

- In general, the transaction approval function, the accounting/reconciliation function and the asset custody function would be separated among employees (Principal, DOO and Office Manager) and the contracted financial consultant (who is overseen by the Principal) whenever possible.
- When these functions are not or cannot be separated, a detailed supervisory review of related activities should be undertaken by managers or officials as a compensatory control.
- Restricted Access: Physical access to valuable and movable assets will be restricted to authorized personnel (Principal and DOO). Systems access to make changes in accounting records will be restricted to authorized personnel (Treasurer and Principal).
- Document Control: To ensure that all documents are captured by the accounting system, all documents are pre-numbered and the sequence for documents must be accounted for.
- Processing Control: Various processing controls will be designed to catch errors before they are posted to the general ledger. Common processing controls that ESGCS expects to implement are the following: source document matching; clerical accuracy of documents; and general ledger account code checking.
- Reconciliation Controls: Various reconciliation controls will be designed to catch errors after transactions have been posted to the general ledger. Such controls include reconciling selected general ledger control accounts to subsidiary ledgers.

ESGCS will adopt fiscal policies and procedures that would implement the above mentioned control structures. The DOO will develop fiscal policies and procedures, with support from the contracted accountant. An independent auditor will be engaged to form an opinion about the proposed internal controls policies and procedures. Adjustments will be made to the policies and procedures based on any weaknesses identified by the auditor. These policies and procedures will be ratified by the Board of Trustees and adopted by the School no later than the end of January 2016.

Student Records— ESGCS will have trained personnel on staff who are responsible for managing the student information that drives the school's finances. The DOO, with oversight from the Principal and support from the Office Manager, will be responsible for tracking enrollment and attendance, maintaining school lunch program records, including student eligibility and other data to ensure accurate billing and reimbursements. The DOO will work closely with the Principal to ensure all data relevant to Title I services is collected and maintained to ensure accuracy in program reporting and reimbursement. ESGCS will acquire a Student Information System (SIS) that will be utilized by the DOO to store, analyze and produce needed reports on all relevant student data. The DOO will be responsible for the protection of student records under the supervision of the Principal. With regard to the special education program, the Special Education Coordinator will work closely with the Principal to ensure proper maintenance, management and security of all records regarding SWDs. He or she will be responsible for submitting all required reporting on SWDs and services provided to the SWDs in accordance with their IEPs to appropriate agencies including reporting necessary for special education and medicaid reimbursement.

#### K. Budget and Cash Flow

ESGCS start-up budget plan, first-year budget and the five-year budget plan use conservative assumptions. While ESGCS will use the accrual basis of accounting for all its financial operations, the budgets and cashflow statements contained in Attachment 9 have been prepared on a cash basis, thus major assets have not been capitalized, but rather are expensed in the year they are acquired, nor are depreciation expenses charged in the budgets. The financial plans presented for ESGCS are sound, as evidenced by the following revenue assumptions and comprehensive expenditure assumptions:

1. Although projected revenue sources are held flat through the school's charter, spending categories are budgeted to increase each year in almost every category. Individual salaries are budgeted to grow 3% annually while non-personnel expense unit costs grow on average at a rate of 3% to 5% annually.
2. The primary source of revenue is from school district AOE payments following each student attending ESGCS and is held flat through the school's charter.
3. The School's budgets include all administrative, operational and instructional staff necessary to support the School's comprehensive educational program.
4. Teacher salaries and benefits are comparable to those of NYS-certified teachers at similar NYS charter schools.
5. Funds are budgeted to support the cost-effective use of consultants in areas such as technology integration, accounting, Consolidated Application grant-writing and Title I Targeted Assistance to School-wide Program planning and transitioning.
6. The School assumes that it will run a net loss on the School Food program. While it will make every effort to ensure that parents of students eligible for reduced priced lunch and of students not eligible for free or reduced priced lunch pay for their children's lunch, the budgets assume that parents fall short of their obligation—a conservative (but realistic) assumption.
7. The School will be housed in a private facility—an incubator space in year 1 and its permanent home in year 2. The lease figures presented in the budget reflect the current status of lease negotiations with the owner.
8. The budget includes coverage for dissolution contingency and reserve accounts for unanticipated expenses. ESGCS has ensured in its budget plan that it will maintain an escrow fund of \$75,000 to be used for legal and audit expenses in the event of the dissolution of the charter. In each of the five operational years beyond the start-up period, the School's budgets reflect very conservative assumptions. All revenue—including the largest revenue source State & Local per pupil aid—remains flat while most expenses increase at 3% and other expenses (health insurance and D&O, Property, Employee Dishonesty and General Liability insurance by as much as 8% and 5%, respectively). The budgets include special education expenses, Title I, ESL expenses, program expenses for art and music, material supplies and transportation costs due to ESGCS extended school year. The budget is aligned with our charter application. ESGCS has have incorporated all possible costs contemplated by our educational, fiscal and operational program. The one-year budget plan required a breakdown of revenues and expenses between Program Services and Support Services and then a further breakdown within those categories among Regular Education, Special Education and Other and Management and General and Fundraising. All revenues and expenses have been allocated to each of the main categories and subcategories to the best of the planning team's ability using general assumptions based on the

expected student demographic and the expected percentage of time that administrators, instructional and non-instructional staff would devote to these areas. At this stage, the percentages were best estimates as to how these expenses would break down. In certain instances, the School assumed that for school operation costs that would benefit all students, a certain percentage was allocated to general education and to special education students. Once the school is established and accounting systems developed, there will be formal systems and procedures to track the allocation of expenditures into these categories and subcategories. At that point the School will have the background based on operational experience to prepare budgets that reflect these programmatic allocations.

## **L. Pre-Opening Plan**

The table below summarizes' ESGCS pre-opening plan. In addition to the tasks below, the school will engage in fundraising, including grant development, on an ongoing basis. The pre-opening plan will be reviewed and modified in consultation with NYSED upon authorization of the school's charter.

### Staffing

- Hiring of the Principal (Upon Approval of Charter; Board of Trustees)
- Hiring of Director of Curriculum and Instruction (January 2016, Principal, Board)
- Hiring of Director of Operations and Finance (January 2016, Principal, Board)
- Recruitment and Hiring of Faculty (January 2016-June 2016, Principal, DCI, DOO)  
*This includes development of interview questions, screening resumes, phone interviews in person interviews, observation of model lesson, and creation of contracts.*
- Development of faculty orientation, on-boarding procedures and materials (January 2016-June 2016).  
*This includes creation of Faculty Handbook, Distribution of Staff required Summer Reading material, development of summer professional development workshops and training materials. (January-June 2016)*
- Development of Human Resource systems, payroll and benefits (April-June j2016, DOO)
- Development of Staff Evaluation systems (May 2014, Principal, DCI, Board)  
*This includes the creation of an informal and formal observation rubrics, professional goal setting form for Principal and Teachers, staff reflection of practice form, and staff bonus bonus and incentive system.*

### Instruction

- Develop Scope and Sequence documents for all the 6th grade courses (January-May 2016, Principal and DCI)  
*Review of NYS Common Core Learning Standards (CCLS), development of ESGCS standards identification of exit standards, development of units, sequencing of units, timing of units, and development of common assessment expectations>*
- Selection and procurement of curricular materials to include Assessments tools for all the 6th grade courses (January- May 2016, DCI and Principal)

## Edmund and Susan Gordon Charter School Application ~ Charter Application 2015

- Develop the school's grading policy and set up teacher grade-books (April-June 2016, DCI)
- Develop instructional planning templates and process (April-June 2016, DCI)  
This includes creation of lesson plan templates, weekly planning guides, unit plan templates planning process checklist and co-teaching planning agendas.
- Plan the 8 days professional development sessions.  
*This includes agendas and worksheets for training on curriculum, school culture, data analysis, lesson plans and other topics related to the design of the school.*
- Develop the Diagnostic Assessments plans (January-August 2016, Principal, DCI, Special Education Coordinator)  
*To include the development of school wide data cycle and calendar, dashboard templates, and analysis of diagnostic data.*
- Selection, Set up and training of Student Information Systems, Parent Portal (April -August 2016, DOO)

### Facilities, Food and Transportation

- Site Selection (Upon charter approval-January, 2016; Board, Principal and DOO)
- Lease negotiation and finalization (January, 2016; Board, Principal and DOO)
- Notification to Community (community meetings, local neighborhood associations, flyers, etc.)
- Repair/Remodeling/Infrastructure Development (January-July, 2016; Board, DOO)  
*This includes installation of technology infrastructure, facility repairs, installation, of lockers, whiteboards, smart boards, installation of security systems, etc.*
- Complete cleanup of facility (June 2016) DOO
- Health and Safety Inspections ((i.e. Fire Inspection) (June 2016, DOO)
- Occupancy by ESGCS (July 2016, Principal, DOO, DCI, Board)
- Selection, purchase and tracking of supplies, furniture, resources (January - August 2016, Board, Principal, DOO)
- Selection, purchase and setup of all technology (January-August 2016, DOO)  
*This includes a server, wireless network, copiers, printers, fax machines, postage meter faculty computers, student computers, projectors, telephones, etc.*
- Selection of student meals vendor and rental/purchase of necessary supplies and equipment (including refrigerator, food warmer, etc) (January 2016-August 2016, DOO)
- Coordination of student transportation with East Ramapo Central School District (June-July 2016, DOO)
- Contracting of facility based services (June-August 2016, DOO)  
*Trash/recycling pickup, staff parking, custodial services, etc.*
- Securing of Crossing Guard, School Zone Signage, etc. (June-August 2016, DOO)

### Finance

- Finalize Budget (January 2016, Board and Principal)
- Secure Start Up Grants (January 2016, Board and Principal)
- Open and establish banks (April 2016, Board, Principal, DOO)
- Establish payroll systems (April 2016, Board, Principal, DOO)
- Establish system to report enrollment of students to the East Ramapo Central School District (Upon approval of Charter, DOO)

**M. Dissolution Plan:**

In the event of closure or dissolution of ESGCS, the Board will delegate to the Principal and the DOO the responsibility to manage the dissolution process in accordance with Education Law § 2851(2)(t). This process will include timely notification to parents of children enrolled in ESGCS of every phase of the dissolution or closure of the school. A list of students attending ESGCS will be sent to the local district where the charter is located and all the students records will be transferred to the school district. Parents of the enrolled students will be notified of the transfer of records. The remaining assets of ESGCS, after the satisfaction of outstanding debts pursuant to Education Law Section 220, will be transferred to another charter school within the school district where ESGCS is located or directly to the East Ramapo Central School District (ERCSD). ESGCS has ensured in its budget plan that it will maintain an escrow fund of \$75,000 to be used in the event of the dissolution of the charter. These escrow funds would be used to pay for all legal and audit expenses that would be associated with the dissolution. The dissolution process will begin with a meeting of the leadership team of ESGCS that will include the Board Chair, Principal, DOO and its legal counsel. The purpose of this meeting is to review and confirm a dissolution plan and timeline developed by ESGCS administrative staff that will be used to guide the dissolution process. Upon approval of the plan and timeline, the Principal and the Board Chair will meet with representatives of the NYS Education Department (NYSED) to review and discuss the dissolution plan and timeline. The outcome of this meeting is a final dissolution plan and timeline that will be used to manage the dissolution process of ESGCS. Days 1-5: (1) ESGCS will deliver a current student list to (2) The Principal will conduct a meeting with NYSED to discuss openings and availability for students being displaced by the closure or dissolution; (3) The DOO, ESGCS and a Board representative will conduct a meeting with its auditors to begin a process of identifying assets required for transfer; (4) The Principal will notify all parents in writing of the closure of the school and the ensuing placement process; (5) The Principal will meet with the students to discuss the school's closing and the ensuing placement process; (6) The DOO will schedule and advertise a school-day meeting with students and an evening meeting with parents and others to discuss ESGCS' closing and the transfer of students to other public schools; (7) ESGCS will host a series of information sessions for families and students about the possible schools available and identify the assistance that will be provided during the transfer process; (8) ESGCS' website will be recognized as a primary source of information about the school's closing, the dissolution process and the placement of students

in other public schools; and (9) ESGCS' pupil personnel staff will schedule a placement meeting with each enrolled student/parent to discuss his/her placement.

Days 5-15: (1) The pupil personnel staff will prepare a written report for the Principal confirming the scheduling of placement meetings for each student/parent; (2) The pupil personnel staff will commence student placement meetings; (3) The DOO will provide written notice to appropriate School District Departments such as transportation, food services and school safety of the closure to ensure adequate time for modifications to existing practices and procedures; and (4) The DOO will notify in writing school principals in schools likely to receive transfers from ESGCS of the closure and provide contact information for school personnel handling transfers.

Days 15-30: (1) The pupil personnel staff will continue with student placement meetings; (2) A list of students and their known preferences for relocation will be prepared by the pupil personnel staff and sent to the Principal; (3) ESGCS will transfer student records to the appropriate School District upon completion of the placement meeting between the pupil personnel staff and individual students; (4) Parents of the enrolled students will be informed of the transfer of their students' records to the Appropriate school district and provided a copy of those records; and ( ESGCS) will conduct a final meeting with the NYSED and ERCSD to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in a non-public school.

**CERTIFICATION AND ASSURANCES STATEMENT**

Proposed Charter School Name Edmund and Susan Gordon Charter School  
Proposed School Location (District) East Ramapo Central School District  
Name of Existing Education Corporation (for replication) NOT Applicable

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

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

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

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

<sup>12</sup> N.Y. Education Law § 2854(2)(a)

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

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

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

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

*Zulma E Rivera, Member/Trustee, Lead Applicant*

I, Enter name of Proposed Board Chair, hereby certify that the information submitted in this Full Application to establish Enter Name of Proposed Charter School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

*Edmund and Susan Gordon Charter School.*

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

Date: *10/5/15* *Zulma E Rivera*

<sup>13</sup> ESEA § 5203(b)(3)(J)

<sup>14</sup> ESEA § 5203(b)(3)(K)

<sup>15</sup> ESEA § 5203(b)(3)(N)

## Attachment 1: Admissions Policy and Procedures

### **Edmund and Susan Gordon Charter School**

#### **Admissions**

All students in the East Ramapo Central School District are legally qualified for admissions into the proposed ESGCS. Admissions will not be restricted on the basis of intellectual ability, measure of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, and ancestry. Admission will be solely on a lottery basis, except with regards to siblings when the school is in full capacity and the siblings of current enrolled students will be admitted to the school as per the Charter School Law of 1998 (as amended in 2007).

In the school year 2016-2017, ESGCS will enroll students in grade 6. Thereafter, it will continue to accept 6th grade students as the previous 6th grade is promoted to the 7th grade and so on. ESGCS will back fill the upper grades 7th and 9th, as a result of attrition and student mobility. On January 3, 2016, applications will be made available to all the guardians of 5th grade students in the East Ramapo Central School District that are expected to be promoted to the 6th grade in June 2016. The full application package will include notification of transportation options and will have access to the transportation request form provided by the ERCSD. The admissions committee must receive all the applications by April 1, 2016. as per an amendment to the Charter School Law.

Flyers and pamphlets will be distributed throughout the community in English, Spanish and Haitian creole to inform parents how and where to obtain the application package and where to submit it too. The applications will be distributed to the different community agencies and centers where the parents can easily obtain them. The Board of Trustees and Lead Applicants will hold informational sessions in the community to help parents with the application process.

Once received, all the applications will be placed in a sealed bin and taken to a public place, such as the Library or local community center. A third party will conduct the lottery. The projected date for the Lottery for the school year 2016-2017 is April 1, 2016 in accordance with the Charter School Law as amended. Admission priority after the first year of the charter school operation is as follows:

1. Returning students (grades 7 and 8)
2. Students chosen by the Lottery (grade 6)
3. Siblings of students currently enrolled (all grades)
4. Students from surrounding school districts-(grades 7 and 8) spots that are available through attrition and student mobility.

ESGCS will notify the authorizer if the enrollment falls below the 90% target retention rate projected in the mission goals and objectives.

Once the seats are filled, all other names will be placed in a wait list in the order that they were selected. The waitlist will be reset each year. within 5 calendar days, ESGCS will send out notification letter to parents with information if either their acceptance to ESGCS or their waitlist status and number.

Students who have been accepted will receive an enrollment package which will include the following:

- Acceptance Enrollment Form
- Biographical Data Form

## Attachment 1: Admissions Policy and Procedures

- Physical exam request which includes the request for (1) immunization records (2) Allergies Alert (3) Prescription Medications to take during the school day to be signed by family physician
- Free lunch/reduced lunch application
- Special needs request form
- ESGCS contract for parents and students to sign
- ESGCS Discipline Code
- ESGCS Rights and responsibilities of Students

Families will have approximately 14 calendar days to sign and return the enrollment acceptance form via mail or drop off. All the other forms can be brought during orientation. If the enrollment form is not received by the deadline, the applicant's loses his/her seat and will be offered to another student on the waitlist.

If the number of applications is less than the 120 seats, there will be no lottery and all the applicants will be accepted. In the event that a second lottery is required, it will be held 20 days after the first lottery was held.

All students who are accepted for enrollment and re-enrollment must complete all required enrollment forms on time. If the forms are not completed by the deadline stipulated by ESGCS, the seat will be forfeited and offer to another students on the waitlist.

## Attachment 2-Evidence of Community Outreach

The following is a list of supporters from different segments of the community.

- 1- Alpha Kappa Alpha Sorority
- 2- Delta Sorority
- 3- Omega Phi Phi Fraternity
- 4- Kappa Fraternity
- 5- Alpha Fraternity
- 6- NYS Masons
- 7- Rockland Family Court Judiciary
- 9- Native Americans of Ramapo
- 10- Elected officials of Rockland County
- 11- Rockland Community Organizers
- 13- Padres Unidos de East Ramapo



~ closest point to the sun ~

23 Dogwood Lane, Pomona NY 10970

September 29, 2015  
The Regents of the University  
Of the State of New York Charter School Office  
89 Washington Avenue  
Albany, New York 12207

RE: Edmund and Susan Gordon Charter School

To Whom It May Concern:

I am writing to express my support for the creation of the Edmund and Susan Gordon Charter School in Rockland County.

The effect of this Charter School will resonate far beyond the borders of the East Ramapo Central School District. The emotional, social, academic and psychological impact upon our children and the community at large is immeasurable.

I look forward to our continuing support for and working to insure the ongoing success of the Edmund and Susan Gordon Charter School.

If I can be of any further assistance please do not hesitate to contact me.

Sincerely,

Paul Nagin, PhD  
President, Chimborazo Publishing, Inc.  
[chimbotech@yahoo.com](mailto:chimbotech@yahoo.com)  
[chimbotech.com](http://chimbotech.com)  
(845) 354-7390

**RAMPOUGH  
NATION**



**LUNAAPE  
(MUNSEE)**

**Dwaine C. Perry**

Chief Ramapough Lunaape Nation

July 13, 2015

The Regents of the University  
Of the State of New York Charter School Office  
89 Washington Avenue  
Albany, New York 12207

RE: Edmund and Susan Gordon Charter School

To Whom It May Concern:

I am writing to express my support for the creation of The Edmund and Susan Gordon Charter School in Rockland County.

The effect of the Charter School will resonate far beyond the borders of the East Ramapo School.

The emotional, social, academic and psychological impact upon our children and the community at large is immeasurable.

I look forward to our continuing support for and working to insure the ongoing success of The Edmund and Susan Gordon Charter School.

If I can be of any further assistance, do not hesitate to do so.

Sincerely

**Dwaine C. Perry**

Chief Ramapough Lunaape (Munsee)

Stag Hill Road. Mahwah ,New Jersey 07430 phone:(201) 529- 1171 Fax: (201) 529-3212 E: lunaape1@gmail.com

# FIRST BAPTIST CHURCH

6 Reverend Dr. McWilliams Way

P.O. Box 404

Spring Valley, NY 10977-0404

Weldon M. McWilliams, Jr. D.D.,

845-352-0022 - Fax. 845-352-1938

[www.FirstBapsistChurch-Spring Valley.org](http://www.FirstBapsistChurch-Spring Valley.org)

Email: FBChurchgoptoline.net

TRUSTEES - DEACONS Shirley Ellison, Chairperson 845-356-2308 Douglas Dickerson, Chairman 845-354-6246 Vivian Street, Vice Chairperson 845-426-6569 Kerney Oby, Vice-Chairman 845-352-0635

February 27, 2014

Charter School Office

NYSED EBA 462

89 Washington Avenue

Albany, NY 12234

**Please acknowledge this letter as a recommendation in support of the new initiative to start a Edmund and Susan Gordon Charter School in Rockland County, New York. The proposed school will serve the needs of any child in Rockland County. As charter schools are often proposed particularly to aid disadvantaged or underachieving student populations that are not fully supported by the public school system, our Charter School will help many of those children to succeed.**

**The charter school will be valuable assets to families, and children. The school will provide families, children, and the local community with education, programs, and increased learning opportunities in an environment designed to meet each child's needs.**

**The school mission will provide a safe and exceptional setting that cultivates independent learning. The design for the Edmund and Susan Gordon Charter School is tailored to meet the educational needs of children and I am truly in support of the Charter School's vision, values, intellectual, emotional and social growth of the child.**

**If you have any further questions, please call me at 845-352-0022.**

Sincerely Yours."

Rev. Dr. Weldon McWilliams, Jr., Pastor

RWMC:BW

*"WHERE LIVES ARE CHANGED AND SOULS ARE SAVED"*

4/12

From: [REDACTED] 8  
Subject: Letter of Recommendation  
Date: September 29, 2015 at 10:34 PM  
To: [REDACTED]



**DEPENN REALTY**  
Your Dependable Broker

**July 13, 2014**

**The Regents of the University  
Of the State of New York Charter School Office  
89 Washington Avenue  
Albany, New York 12207**

**RE: Rockland Academy of Excellence Charter School**

**To Whom It May Concern,**

**I am writing to express my support of the Edmund and Susan Gordon Charter School in Rockland County as the first of its kind. The effect of the charter school and the success of its students will be immeasurable for the East Ramapo Central School District.**

**As a businessman the impact of a successful school increases the stability of our community and I look forward to partnering with the Edmund and Susan Gordon Charter School to insure its success.**

**If I can be of any further assistance, do not hesitate to reach out to me directly**

**Sincerely,**

**Duane Penister**

From: [REDACTED]  
Subject: Fwd: ROCKLAND ACADEMY OF EXCELLANCE CHARTER SCHOOL  
Date: September 28, 2015 at 2:25 PM  
To: [REDACTED]



----- Forwarded message -----

From: **Raymond C Caliman** [REDACTED]  
Date: Tue, Mar 12, 2014 at 10:11 PM  
Subject: Re: Edmund and Susan Gordon Charter School  
To: grant valentine [REDACTED]

Grant Valetine,

Let me first thank you for your presentation to the members of the ROCKLAND COUNTY MINISTERS ALLIANCE.

As requested I am writing to let you know I support your effort in the Charter School and as Pastor of a local church, I am looking forward to supporting you in this effort.

Rev. Raymond C. Caliman, Pastor  
Fairmount Baptist Church  
Haverstraw, New York

Sent from my iPad

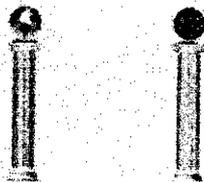
On Mar 9, 2014, at 10:00 PM, grant valentine [REDACTED] wrote:

- > Good Evening Reverend Caliman,
- >
- > Thank you for allowing me to meet with the Ministerial Alliance today; it was most rewarding to share with the Alliance the concept of the Rockland Charter school. It was equally as important to share with the ministers how important and valuable the school will be to our community. We have board members that include some of the most talented and dedicated educators, accountants and professionals in the county to ensure our success
- >
- > I thank you also for your support and for considering a letter of support for the charter school application. Please let me know when I can arrange to pick it up.
- >
- >
- >
- >
- > Thanks you for your blessings
- >
- > Grant Valenitne
- >
- >
- >

From: grant valentine [REDACTED] 6  
Subject: Recommendation Letter  
Date: September 29, 2015 at 9:16 PM  
To: Zulma Rivera [REDACTED]

## Tappan Zee Lodge No. 79

Free and Accepted Masons (Prince Hall)



Chartered December 17, 1932  
P.O. BOX 410, MONSEY, NY 10953

Regular Communications: First Saturday of every month  
[WWW.TappanZee79.org](http://WWW.TappanZee79.org)

May 29, 2015

The Regents of The University  
Of The State of New York Charter School Office  
89 Washington Avenue  
Albany, NY 12207

Re: Edmund and Susan Gordon Charter School

To Whom It May Concern:

I am writing to express the support of the Prince Hall Masons of Tappan Zee Lodge No. 79 for the creation of the Edmund and Susan Gordon Charter School in Rockland County.

I strongly believe that the students and community will benefit academically, socially and emotionally from the existence of the Edmund and Susan Gordon Charter School.

I look forward to a committed partnership with the Charter School which will be the first of its kind in Rockland to inspire our children to success.

If I can be of any further assistance, please do not hesitate to contact me directly at 845-222-1288.

Sincerely,

Bro. Marquis D. Jackson

Worshipful Master

9/29/2015 8:13 PM

6/12



## **EDMUND AND SUSAN GORDON CHARTER SCHOOL**

**The mission of the Edmund and Susan Charter School**

The Edmund and Susan Gordon Charter School will provide an educational setting for students of all backgrounds and abilities that will ensure the acquisition of intellectual and social skills necessary for college and careers

Opening projected for Fall 2016. Come to our events to find out more!





## **EDMUND AND SUSAN GORDON CHARTER SCHOOL**

### **MISSION DE EDMUND AND SUSAN GORDON CHARTER SCHOOL**

LA ESCUELA EDMUND AND SUSAN GORDON CHARTER SCHOOL PROVEERA UN AMBIENTE EDUCACIONAL PARA ESTUDIANTES DE DIFERENTES NIVELES ACADÉMICO, HERENCIA CULTURAL, Y ASEGURARA QUE ADQUIERAN LAS DESTREZAS INTELECTUALES Y SOCIALES NECESARIAS PARA LA UNIVERSIDAD Y CARRERAS.

SE PROYECTA ABRIR EN 2015. VENGA A NUESTROS EVENTOS.

# Invitation for parents, guardians and children for a public forum to learn about new education opportunities:

Sponsored by the Edmund & Susan Gordon Charter School

Date: **Friday, April 10th from 7pm to 9pm**

Place: **Martin Luther King Multi Purpose Center  
110 Bethune Blvd Spring Valley NY, 10977**

*Discussion will include the educational model of the school, the curriculum and the recruiting process.*

## *Please join us*

*The Edmund and Susan Gordon Charter School is an inclusive secondary school that will enroll students who are diverse in learning styles, levels of English language skills, socioeconomic backgrounds and in their readiness for college and career.*

*Projected to begin with a 6th grade class in the fall of 2016*



For more information visit: [esgcharterschool.org](http://esgcharterschool.org) call: 845-596-1838

email: [admin@esgcharterschool.com](mailto:admin@esgcharterschool.com) ■ [facebook.com/ESGCharterSchool](https://www.facebook.com/ESGCharterSchool)

10/12

Edmund and Susan Gordon Charter School is on Facebook.

To connect with Edmund and Susan Gordon Charter School, sign up for Facebook Today.

Sign Up Login



# Edmund and Susan Gordon Charter School

Education

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About

The proposed Edmund and Susan Gordon Charter School will provide a high-quality educational setting for students of all backgrounds and abilities.

Photos



Edmund and Susan Gordon Charter School



## Study: Black Girls Are Being Pushed Out of School

Research suggests that punishment for African-American students gets a much harsher than for other groups, and the racial disparities between punishment for girls are greater than those for boys.

Posts to Watch



Zolna Rivers

This is the project that I am working on with a group of children in... See More

Like Comment Share

202,121



Dana Karpaga

I am particularly interested in items 50 in the curriculum and... See More

Like Comment Share

214



Edmund and Susan Gordon Charter School

Like

11/12



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# Edmund and Susan Gordon Charter School

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PHOTOS



VISITOR POSTS



**Zulma Rivera**

January 13 at 4:39am

This is the project that I am working on with a group of citizens co... See More

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3 1



**Dave Kanegis**

June 4, 2014 at 11:12pm

I am particularly interested in points 5-8 in the curriculum and am ... See More

Like · Comment · Share

4

LIKED BY THIS PAGE



**The CEJES Institute**



**Edmund and Susan Gordon Charter School** shared a link.

February 17 ·

## Study: Black Girls Are Being Pushed Out of School

Research suggests that punishment for African-American school girls is more harsh than for other groups, and the racial disparities between punishment for girls are greater than those for boys.

[NPR.ORG](#)

Like

Comment

Share



**Edmund and Susan Gordon Charter School** shared a link.

February 8 ·

11/12

Attachment 3a-Sample Daily and Weekly Schedule

**Edmund and Susan Gordon Charter School**

**Sample Weekly Student Schedule -6th Grade**

<b>Period/time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>0 7:30AM</b>	<b>Breakfast</b>	<b>Breakfast</b>	<b>Breakfast</b>	<b>Breakfast</b>	<b>Breakfast</b>
<b>1 8:00-8:20</b>	<b>Advisory</b>	<b>Advisory</b>	<b>Advisory</b>	<b>Advisory</b>	<b>Advisory</b>
<b>2 8:2-9:24</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>
<b>3 9:28-10:28</b>	<b>History</b>	<b>History</b>	<b>History</b>	<b>History</b>	<b>History</b>
<b>4 10:32-11:32</b>	<b>PE</b>	<b>Art</b>	<b>PE</b>	<b>Art</b>	<b>PE</b>
<b>5 11:32-12:14</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
<b>6 12:18-1:18</b>	<b>Math/</b>	<b>Math/</b>	<b>Math/</b>	<b>Math/</b>	<b>Math/</b>
<b>7 1:22-2:22</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>
<b>8 2:26-3:26</b>	<b>Enrichment</b>	<b>Enrichment</b>	<b>Enrichment</b>	<b>Enrichment</b>	<b>Enrichment</b>
<b>9 3:30-4:30</b>	<b>Tutorial</b>	<b>Tutorial</b>	<b>Tutorial</b>	<b>Tutorial</b>	<b>Dismissal</b>
<b>3:30-5:30 Fridays</b>	<b>Professional Development for Teachers</b>				

**Note: SETSS -Special Education Teacher Support Services/Tutorial  
 FL- Foreign Language/Native Language Arts  
 SWD-Co-Teaching in ELA and Math Clusters  
 ELL- ESL methodologies in content area subjects  
 Enrichment Clusters- Interest based groupings**

Attachment 3a-Sample Daily and Weekly Schedule

<b>Period</b>	<b>Time</b>	<b>Pasing Time</b>
<b>0</b>	<b>7:30-7:56</b>	<b>7:57-7:59</b>
<b>1</b>	<b>8:00-8:20</b>	<b>8:20-8:23</b>
<b>2</b>	<b>8:24-9:24</b>	<b>9:24-9:27</b>
<b>3</b>	<b>9:28-10:28</b>	<b>10:28-10:31</b>
<b>4</b>	<b>10:32-11:32</b>	<b>11:32</b>
<b>5</b>	<b>11:32-12:14</b>	<b>12:14 - 12:17</b>
<b>6</b>	<b>12:18-1:18</b>	<b>1:18-1:21</b>
<b>7</b>	<b>1:22-2:22</b>	<b>2:22-2:25</b>
<b>8</b>	<b>2:26-3:26</b>	<b>3:26-3:29</b>
<b>9</b>	<b>3:30-4:30</b>	<b>4:30-4:34</b>
<b>10</b>	<b>4:35-5:35</b>	

Attachment 3a-Sample Daily and Weekly Schedule

**Edmund and Susan Gordon Charter School  
Sample Weekly Teacher Schedule Grade 6- Humanities/ELA Block**

<b>Period/time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>0 7:30AM</b>	<b>Breakfast</b>	<b>Breakfast</b>	<b>Breakfast</b>	<b>Breakfast</b>	<b>Breakfast</b>
<b>1 8:00-8:20</b>	<b>Advisory</b>	<b>Advisory</b>	<b>Advisory</b>	<b>Advisory</b>	<b>Advisory</b>
<b>*2 8:2-9:24</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>
<b>3 9:28-10:28</b>	<b>History</b>	<b>History</b>	<b>History</b>	<b>History</b>	<b>History</b>
<b>4 10:32-11:32</b>	<b>Common Prep</b>	<b>Common Prep</b>	<b>Common Prep</b>	<b>Common Prep</b>	<b>Common Prep</b>
<b>5 11:32-12:14</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
<b>*6 12:18-1:18</b>	<b>History</b>	<b>History</b>	<b>History</b>	<b>History</b>	<b>History</b>
<b>7 1:22- 2:22</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>
<b>8 2:26-3:26</b>	<b>Enrich- ment</b>	<b>Enrich- ment</b>	<b>Enrich- ment</b>	<b>Enrich- ment</b>	<b>Enrich- ment</b>
<b>9 3:30-4:30</b>	<b>Tutorial</b>	<b>Tutorial</b>	<b>Tutorial</b>	<b>Tutorial</b>	<b>Professional Development</b>

**\*Humanities Block**

**Note**

**Special Education Teacher Support Services/Tutorial  
SWD-Co-Teaching in ELA and Math Clusters  
ELL- ESL methodologies in content area subjects  
Enrichment Clusters- Interest based groupings**

**Edmund and Susan Gordon Charter School**

**ESGCS opens on July 11, 2016 for the Summer Bridge Program for the incoming 6th grade students. It ends July 15, 2016 and runs for 5 hours per day. The Orientation week will begin on July 18, 2016 and end on July 22, 2016. All students are required to attend the Orientation Week. Teachers will receive Professional Development beginning on August 1, 2016 and ending August 10, 2016. The first day of the Official School year for the Fall Semester is August 22, 2016**

<b>Month</b>	<b>Number of Instructional Days</b>	<b>Number of Professional Development Days</b>
July	Orientation 5 days Summer Bridge Program 5 Days	
August	6	8 days
September	21	
October	17	1/2 Day
November	18	1 day
December	17	
January 2016	20	
February	15	
March	21	
April	13	1/2 Day
May	22	
June	21	1 Day
<b>Total</b>	<b>193</b>	<b>11 days</b>

193 Instructional Days

The calendar includes (3) Emergency Closing days.  
 Teacher Days-193  
 Student Days-193  
 Student/Teacher 5 Days Orientation  
 Student/Teacher 5 Days Summer Bridge  
 10 Extra Teaching Days -Extra Salary for the 10 days.

Professional Development Days- August 2016- 8 Days

<b>Year/Month/Day</b>	<b>Day of the Week</b>	<b>Activity</b>	
July 11- July 15, 2016	Monday-Friday	Summer Bridge Program	
July 18-July 22, 2016	Monday-Friday	Orientation	
August 1-10, 2016	Monday-Friday Monday-Wednesday	Professional Development	
August 22, 2016	Monday	First Day of School	
September 5, 2016	Monday	Labor Day-School Closed	
September 6, 2016	Tuesday	Student's Return	
October 3-4, 2016	Monday-Tuesday	Rosh Hashanah School Closed	
October 10, 2016	Monday	Columbus Day School Closed	
October 12, 2016	Wednesday	Yom Kippur School Closed	
November 8, 2016	Tuesday	Election day-Students not in attendance PD Teachers	
November 11, 2016	Friday	Veteran's Day School Closed	
November 24-25, 2016	Thursday, Friday	Thanksgiving Day Recess	
December 2, 2-016	Friday	First Trimester Ends	
December 15, 2016 December 16, 2016	Thursday Friday	Afternoon Parents Teacher Conferences Evening Parents Teachers Conferences	Early Dismissal on 12/15/2016
December 24, 2016 - January 1, 2017	Saturday-Monday	Winter Recess School closed	
January 2, 2017	Monday	New Year's Day Observance School Closed	
January 3, 2017	Tuesday	School Re-opens All students and Teachers are due back.	

<b>Year/Month/Day</b>	<b>Day of the Week</b>	<b>Activity</b>	
January 16, 2017	Monday	Dr. Martin Luther King Birthday Observance School closed	
February 20-24, 2017	Monday-Friday	President's Week Spring Recess-School closed	
March 17, 2017	Friday	Second Trimester Ends	
March 24, 2017	Friday	Good Friday School closed.	
March 28, 2017	Tuesday	1/2 Day Parent Teacher Conferences	Early Dismissal
April 11-12, 2017	Tuesday, Wednesday	Passover School closed	
April 21, 2017	Friday	1/2 Day Professional Development	Early Dismissal
April 24- 28, 2017	Monday-Friday	Spring Recess School closed	
May 29, 2017	Monday	Memorial Day School Closed	
June 9, 2017	Friday	PD-No school for students	
June 17, 2017	Friday	End of Third Trimester	
June 30, 2017	Friday	Last Day of School for Teachers and Students	

### **Edmund and Susan Gordon Charter School**

The Edmund and Susan Gordon Charter, in addition to the pursuit of academic excellence is established upon a set of values that foster respect for others and oneself based on a culture of positive expectations and the development of self discipline as demonstrated through thoughtful, positive actions and the esteemed relationships of daily life in our school community. We encourage honesty, responsibility, citizenship, integrity, tolerance in every aspect of the ESGCS culture. ESGCS is committed to furnishing an organized and secure and academic environment where students receive excellence in education services without undue interference or interruption.

ESGCS embraces the diversity in our community and promotes affirmative partnerships between students, faculty, parents and the community. The development of scholarship and social skills in a safe and nurturing environment is paramount.

The ESGCS approach promotes the characteristics that support the academy, social and developmental needs of every student and is consistent with the New York State Department of Education (NYSED) Discipline Code. The code of conduct has been written over a vehicle to assist in communicating and acting upon these values. The safety and security of our students is the first priority of ESGCS.

#### Definitions:

1. A disruptive student at ESGCS is considered to be a student who commits an act of violence or attempts to do so upon another student, school employee or any other person while on school property. School property includes but is not limited to all buildings, structures, furniture, electronics devices, supplies, athletic fields, playgrounds, parking areas or land contained within the real property boundary lines of the ESGCS school, or in or on a school bus, authorized vehicle of ESGCS. School functions include but are not limited to any school sponsored or co-curricular activity
2. A disruptive student at ESGCS interrupts the learning process in the classroom, assemblies, sports events and any other extracurricular activities with excessive noise, moving around with no purpose and other disruptive behaviors.
3. Weapons include but are not limited to firearms of any kind, electronic darts, stun guns, switch blades, gravity knife, ballistic knife, box cutters, metal knuckles knife, utility knife, or any other metallic or dangerous knife, bully club, blackjack, chukka stick, sling shots or any other martial arts instruments. Included in this category are firecrackers explosive, pyrotechnics, stink bombs, mace, pepper spray or any other dangerous chemical or strong acid materials.
4. Demerits, Detention and Loss of Privileges  
Students that are engaged in Level I infractions will received demerits by any staff member. Teachers will log the demerits each week and when earning a specific number of demerits will lead to the consequences of detention and loss of privileges.
5. Short Tern In School Suspensions 5 days or less- The Principal may choose a short term In in school suspension for students engaging in Level II infractions or in frequent incidents of

## Attachment 4 Student Discipline Policy

Level I infractions.

6. Short Term Out of School Suspension- (5 days or less )

The Principal may choose a short term out of school suspension for Level II- Level III infractions.

7. Long Term Suspension (more than 5 days)

The Principal may determine that a student has engaged in a threatening conduct at Level III and Level IV, and must be removed from the school immediately and issue a long term suspension out of the school building. Appropriate due process guidelines will be followed.

8. Expulsion

When a child's behavior is continuous danger to our school community, the school may initiate an expulsion procedure. All due process and guidelines will be followed. Parents will be given the right to challenge and appeal the decision. The Charter School will work with the East Ramapo Central School District in placing the child and facilitate the transition back to the district's schools.

9. Firearms Violations

Federal Laws and NYS Laws require the expulsion from school for a period of not less than one year for a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the principal may modify such expulsion requirements for a student on a case by case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994(as amended). "weapon" as used in this law means a "firearm" as defined by 18 USC 921, and includes firearms and explosives. (New York Education Law 3214 effectuates this federal law.) The Principal may refer a student under the age of sixteen who has been determined to have brought a firearm or weapon to school to an agency for juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who would qualify for juvenile offender status under Criminal Procedure Law 1.20(42). The Principal shall refer any student sixteen years or older or a student fourteen or fifteen year of age who qualifies for juvenile offender status under Criminal Procedure Law 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

Note: Any activity or infraction involving law enforcement officials automatically becomes a Level III infraction. ESGCS will abide by all law enforcement directives.

### **Level I Infractions**

1. Running in corridors and stairwells
2. Making unreasonable loud noise that is disruptive over time to the peace and harmony of the learning environment.
3. Knowingly and intentionally damaging and destroying the personal property of any person lawfully present on school property. or at a school function.
4. Using cell phones, headsets, beepers, CD players, iPods, iPads, Video games or any other electronic devices during the time that is prohibited in the school's daily programming.
5. Inappropriate attire

## Attachment 4 Student Discipline Policy

6. Tardiness to school and/or class.

### **Consequences**

1. Demerits
2. Phone call to the guardian
3. After School or Saturday Detention

### **Due Process**

1. Phone call to guardian
2. Note home with student notifying guardian of after school detention

### **Level II Infractions**

1. Using language or gestures that are profane, lewd, vulgar, threatening or abusive.
2. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet accounts, accessing inappropriate web sites.
3. Insubordination, including failing to comply with the reasonable directions of school employees in charge of students, demonstrating disrespect, failure to adhere to disciplinary actions, and failure to comply with the school and class rules.
4. Chronic tardiness to school or class, leaving a class without permission or leaving the school before dismissal time without permission.

### **Consequences**

1. Phone call to the guardian
2. Detention
3. School suspension in the “safe room”
4. School suspension -out of the school building

### **Due Process**

1. Phone call to the guardian
2. Parent teacher conference
3. Letter to guardian notifying of in school suspension
4. Suspension Hearing (if warranted)
5. Certified letter to guardian notifying of out of school building suspension
6. Mailing to parents the “Right to Appeal” the decision.

### **Level III Infractions**

1. Offensive language based on national origin, race, religion, sexual orientation, gender, disability, economic status, lifestyle, color
2. Engaging in any willful act, which disrupts the normal operation of the school environment, example: setting the fire alarms, smoke detectors, water sprinklers.
3. Purposefully giving false information or lying to school personnel or authorized persons.
4. Smoking cigarettes, cigars, pipes, hookas, etc.
5. Obstructing vehicular or pedestrian traffic
6. Trespassing
7. Engaging in Scholastic dishonesty including, but not limited to plagiarism, cheating, bribery, copying from another’s assignment or exam without the authorization of the teacher or

## Attachment 4 Student Discipline Policy

administrator, sharing (purchasing, giving, receiving, stealing, transporting, soliciting, or using) in whole or in part of an exam or assignment, substituting another person or permitting another person to represent one's self on an exam or assignment in whole or in part, securing all or part of the contents of an exam or assignment to be administered.

8. Tampering with, changing, or altering any ESGCS record, document or communication by any method including, but not limited to audio/visual, written, or computer assisted (digital, electronic, etc.)
9. Minor Theft
10. Bomb Threats
11. Gang related activities, attire or gestures and communication

### **Consequences**

1. Phone call to guardian
2. In School suspension for at least 3 days
3. Out of School building suspension 5-10 days

### **Due Process**

1. Phone call to guardian
2. Initial meeting with parent, teacher and principal
3. Letter to parent notifying of suspension hearing
4. School suspension Hearing
5. Certified Letter of Suspension mailed to guardians
6. Parent can appeal the Suspension
- 7.

### **Level IV Infractions**

1. Engaging in violent conduct including, but not limited to fighting, hitting, kicking, punching, expectorating on, scratching, or doing any of these actions repeatedly to another person, engaging in coercion, intimidation, bullying, extortion or threatening another person.
2. Possessing, displaying or threatening to use any weapon or what appears to be a weapon
3. Posses, displays or threatens to use a weapon or what appears to be a weapon while on a school property or school function
4. Vandalism-knowingly and intentional damaging or destroying school property or property at a school function
5. Possess, displays or threatens to use any device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.
6. Possession or use of any illegal drug or substance.
7. Possession or use of prescription medicine without it being prescribed for the student in school property or school functions.
8. Gambling in any form.
9. Inappropriate sexual contact in any form in the school property or school functions.
10. Major theft
11. Gang participation
12. Possession of a weapon, firearms in the school, school property, school events

### **Consequences**

## Attachment 4 Student Discipline Policy

1. Phone call to guardian
2. Immediate removal from the classroom or other facility.
3. Suspension- out of the school building- 5-10 days
4. Extended suspension out of the school building 10-30 days
5. Expulsion from the school

### **Due Process**

1. Phone call to guardian
2. Initial meeting with parent, teacher and principal
3. Letter to parent notifying of suspension hearing
4. School suspension Hearing
5. Certified Letter of Suspension mailed to guardians
6. Parent can appeal the Suspension

### **Student with Disabilities**

For Level III and Level IV infractions, where a possible out of school suspension is warranted, a Manifestation Determination Review meeting will be held with (1) Guardian (2) Social Worker (3) Principal (4) Psychologist from the ERCSD CSE. All the information and evidence will be reviewed and a determination will be made as to whether the behavior is a function of the disability or not. During this meeting the following steps will be taken:

1. Development of a Behavior Intervention Plan (BIP)
2. Referral to the Committee of Special Education (CSE) for further evaluations
3. Sustain the Suspension Recommendation

During the suspension, the IEP's accommodations and mandates will be honored and the student's teachers will provide the assignments to complete during the duration of the suspension.

### **English Language Learners**

All the communication and notices to guardians of ELL students will be provided in their primary language as evidenced in the home language surveys. All documents will be translated to their preferred language.

**TABLE 1: APPLICANT GROUP INFORMATION**

**\*Minimum of 5 members must be designated as Trustees**

NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or No Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Hon. Grant Valentine, E.J.D.	[REDACTED]	Retired - NYS Div. of Parole	Leader in reentry criminal justice and juvenile justice science. He has been a member of the New York State Division of Parole for over 30 years.	Trustee, member of Founding Group	Chairperson	5 yrs.	Yes
Carol Bowman, Ed.D.	[REDACTED]	Asst. Professor of Education at Ramapo College of NJ	Former public elementary ESL teacher and former director of Pacific Ackworth Quaker Elementary School. Her areas of research include portfolio assessment, bilingual education curriculum design and mindful education.	Trustee, member of Founding Group	Vice-chairperson	5 yrs.	Yes
Zulma E. Rivera, M.S.Ed.	[REDACTED]	Retired School Administrator, currently employed as an Applied Behavior Analysis Therapist for children under the Autism Spectrum	Special Education Teacher and School Administrator. Experience in bridging the achievement gap for students with disabilities and English language learners. Implemented school wide reform to include collaborative teaching and constructivism in teaching.	Trustee, member of Founding Group	Education Committee Chair	5 yrs.	Yes

**TABLE 1: APPLICANT GROUP INFORMATION**

**\*Minimum of 5 members must be designated as Trustees**

NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or No Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Eugee Whyte, M.B.A.	[REDACTED]	Private Investment Insurance Agent	Has worked in management capacity in all facets of banking and finance. Areas of expertise include investment and financial services, mortgages, small business services, marketing and promotional activities. She is well versed in training, mentoring, motivating staff, students and business professionals.	Trustee, member of Founding Group	Secretary	5 yrs.	Yes
Steven Edwards, C.P.A.	[REDACTED]	Private practice CPA	Accounting	Trustee, member of Founding Group	Treasurer	5 yrs.	Yes
Deborah Barnes, M.A.	[REDACTED]	Educator within the Nyack Public School System.	Holds teaching certifications in NY and NJ.	Trustee	Member	5 yrs.	Yes
Dean Kernan, Ph.D.	[REDACTED]	Construction manager at RJL Development in Rockland County	Worked as a Network Analyst for the University of Washington.	Trustee	Member	5 yrs.	Yes

**TABLE 1: APPLICANT GROUP INFORMATION****\*Minimum of 5 members must be designated as Trustees**

NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or No Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Beverly Paige, B.A.	[REDACTED]	Public Relations Manager	Expertise in press material development, fundraising and marketing plans.	Trustee	Public Outreach Committee Chair	5 yrs.	Yes
Melvin Mungin, M.Div.	[REDACTED]	Pastor of church within the community and website developer	Experience with various facets of computer programming. Provided training within corporate and religious environments.	Trustee	Member	5 yrs.	Yes
Laurence Holland, B.A.	[REDACTED]	President and owner of real estate appraisal and consulting firm	Real Estate property appraisals	Trustee	Member	5 yrs.	Yes

## ATTACHMENT 5b BYLAWS

### **EDMUND AND SUSAN GORDON CHARTER SCHOOL BYLAWS**

The name of the organization is Edmund and Susan Gordon Charter School. The school is organized in accordance with the New York Non Profit Corporation Act, as amended. The school has not been formed for the making of any profit, or personal financial gain. The assets and income of the organization shall not be distributable to, or benefit the trustees, directors, or officers or other individuals. The assets and income shall only be used to promote corporate purposes as described below. Nothing contained herein, however, shall be deemed to prohibit the payment of reasonable compensation to employees of the Edmund and Susan Gordon Charter School and independent contractors for services provided for the benefit of the school . This school shall not carry on any other activities not permitted to be carried on by an organization exempt from federal income tax. The school is organized exclusively for purposes subsequent to section 501(c)(3) of the Internal Revenue Code.

#### **ARTICLE I**

**Charter:** The name and purpose of the School shall be set forth in its Charter, as amended from time to time. The Charter is hereby made a part of these ByLaws, and the powers of the School and of its Board of Trustees, and all matters concerning the conduct and regulation of the affairs of the School shall be subject to such provisions in regard thereto, if any, as are set forth in the Charter. In the event of any inconsistency between the Charter and these ByLaws, the Charter shall be controlling as will the Charter Laws of the State of New York, as amended. All references in these ByLaws to the Charter shall be construed to mean the Charter as from time to time amended. **Fiscal Year:** Except as from time to time otherwise determined by the Trustees of the School, the fiscal year of the School shall be July 1 to June 30. **Principal Office:** The school's principal office shall be at the principal location of the Edmund and Susan Gordon Charter School or at such other place as the Board may select by resolution or amendment of the By-Laws. The Secretary shall note any change in office on the copy of the ByLaws maintained by the Secretary. The Trustees may establish places of business in New York or elsewhere as is permitted by law.

#### **MEETINGS**

**Annual Meeting:** An annual meeting shall be held once each calendar year for the purpose of electing Trustees and for the transaction of such other business as may properly come before the meeting. The annual meeting shall be held at the time and place designated by the Board of Trustees from time to time. **Regular Meetings:** Regular Meetings shall be held at a minimum of bimonthly throughout the year and at other times as the Board determines. **Special Meetings.** Special meetings may be requested by the President or the Board of Trustees. **Notice of Meetings:** Public notice of meetings shall be given as required by law. Notice of the date, time, and place of all regular and special meetings of the Trustees shall be given to each Trustee by the Secretary or, in case of the death, absence, incapacity or refusal of the Secretary, by the Officer or one of the Trustees calling the meeting. Such notice shall be given to each Trustee in person, by mail or by telephone, telegram, facsimile transmission, or electronic mail sent to such

Trustee's usual or last known business address, home address or email address at least seven (7) days in advance of the meeting, provided that notice of Special Meetings to discuss matters requiring prompt action shall be given no less than 72 hours in advance of the meeting. Except as required by law, notice of any meeting of Trustees need not be given: (a) To any Trustee who, either before or after the meeting, delivers a written waiver of notice, executed by the Trustee (or the Trustee's attorney there unto authorized), which is filed with the records of the meetings; or (b) To any Trustee who attends the meeting and who, either prior to the meeting or at its commencement, fails to protest the lack of such notice. Except as otherwise required by law, the Charter, or these ByLaws, a notice or waiver of notice need not specify the purpose of any regular or special meeting unless such purpose is: (a) The amendment or repeal of any provision of the Charter or these ByLaws; or (b) The removal of a Trustee or an officer.

**Waiver of Notice:** Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

**Place of Meeting:** Meetings shall be held at the school's principal place of business unless otherwise stated in the notice.

**Open Meeting Laws:** All meetings of the Trustees shall be conducted in accordance with the Open Meeting Law of the state of New York, as amended from time to time, or any successor statute. (a) No quorum of the Board of Trustees shall meet in private for the purpose of deciding on or deliberating toward a decision on any matter, and (b) No executive session shall be held until: (1) The Board of Trustees shall have first convened in an open session for which notice shall have been given in accordance with law; (2) A majority of the Trustees at such meeting shall have voted to go into executive session; (3) The vote of each trustee shall have been recorded on a roll call vote and entered into the minute; and (4) The Chairperson (or other person presiding over the meeting) shall have cited the purpose of the executive session and shall have stated whether or not the Board of Trustees shall reconvene after the executive session. Executive sessions may be held only for purposes permitted by law.

**Quorum:** A majority of the Trustees shall constitute at quorum at a meeting. In the absence of a quorum, a majority of the directors may adjourn the meeting to another time without further notice. If a quorum is represented at an adjourned meeting, any business may be transacted that might have been transacted at the meeting as originally scheduled. The directors present at a meeting represented by a quorum may continue to transact business until adjournment, even if the withdrawal of some directors results in representation of less than a quorum.

**Board Participation by Other Means:** In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the charter school. To the extent permitted by the Public Officers Law, Trustees participating by means of videoconferencing or conference call may be counted toward achieving a quorum. Trustees participating by means of video conferencing or conference call shall do so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than those in person or participating by live video conferencing or conference call may not vote.

**Informal Action:** Any action required to be taken, or which may be taken, at a meeting, may be taken without a meeting and without prior notice if a consent in writing, setting forth the action

so taken, is signed by the directors with respect to the subject matter of the vote. **Action by the Board.** Actions Taken at Board Meetings: Except as otherwise provided by statute or by these ByLaws, the vote of a majority of the total voting power of the Board of Trustees shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

## **ARTICLE II**

### **BOARD OF TRUSTEES**

The Board shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the New York Charter Schools Act of 1998, as amended (the “Education Law”), the New York Not for Profit Corporation Law, the school’s Charter and these ByLaws. The Board may delegate the management of the activities of the school to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these

ByLaws, and the following specific powers:

**Number of Trustees.** The school shall be managed by a Board of Trustees consisting of 11 trustee(s). The Board of Trustees shall consist of not less than five or more than nineteen individuals (excluding ex officio and honorary members), provided that at all times there shall always be an odd number of Trustees. The Board of Trustees may include, but is not limited to, a parent/guardian representative, interested members of the community. The parent representative shall serve as a member of the Board of Trustees with power to vote. **Election and Term of Office.** The Trustees shall be elected at the annual meeting. Each director shall serve a term of Four Year year(s), or until a successor has been elected and qualified. 2) A Trustee may serve up to three (3) consecutive Terms and then must take one (1) year off before being considered for another term of service. A Trustee’s term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the ByLaws, or other Board action. A Trustee’s term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school’s charter or the ByLaws or other Board action. The Board shall elect Trustees whose terms begin on September 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose. **Quorum.** A majority of Trustees shall constitute a quorum. **Adverse Interest.** In the determination of a quorum of the directors, or in voting, the disclosed adverse interest of a Trustee shall not disqualify the Trustee or invalidate his or her vote. **Regular Meeting.** The Board of Trustees shall meet immediately after the election for the purpose of electing its new officers, appointing new committee chairpersons and for transacting such other business as may be deemed appropriate. The Board of Trustees may provide, by resolution, for additional regular meetings without notice other than the notice provided by the resolution. **Special Meeting.** Special meetings may be requested by the Chairman, Vice Chairman, Secretary, or any two directors by providing five days’ written notice by ordinary United States mail, effective when mailed. Minutes of the meeting shall be sent to the Board of Trustees within two weeks after the meeting. **Procedures.** The vote of a majority of the directors present at a properly called meeting at which a quorum is present shall be the act of the Board of Trustees, unless the vote of a greater

number is required by law or by these Bylaws for a particular resolution. A Trustee of the organization who is present at a meeting of the Board of Trustees at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless their dissent shall be entered in the minutes of the meeting. The Board shall keep written minutes of its proceedings in its permanent records. **Informal Action.** Any action required to be taken at a meeting of directors, or any action which may be taken at a meeting of directors or of a committee of directors, may be taken without a meeting if a consent in writing setting forth the action so taken, is signed by all of the directors or all of the members of the committee of directors, as the case may be. **Removal / Vacancies.** A trustee shall be subject to removal in accordance with the provisions of the Education Law and the Not for Profit Corporation Law, with or without cause, at a meeting called for that purpose. Any vacancy that occurs on the Board of Trustees, whether by death, resignation, removal or any other cause, may be filled by the remaining directors. A trustee elected to fill a vacancy shall serve the remaining term of his or her predecessor, or until a successor has been elected. Any Trustee may resign by delivering a written resignation to the Chairperson or the Secretary or to the School at its principal office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time. To facilitate the election of new Trustees, the School formally encourages Trustees intending to resign or to decline nomination to provide notice the Trustee's intent before June. Any Trustee may be removed from office with or without cause by an affirmative vote of a majority of the trustees then in office. A Trustee may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Trustees. **Committees.** To the extent permitted by law, the Board of Trustees may appoint from its members a committee or committees, temporary or permanent, and designate the duties, powers and authorities of such committees: To nominate, elect and remove Trustees; To conduct, manage and control the affairs and activities of the school, and to make rules and regulations; To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the school; To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the school may engage; To act as trustee under any trust incidental to the school's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust; To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property; To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities; To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not for Profit Corporation Law and the limitations noted in these ByLaws; To appoint and/or remove the school's Principal; and To delegate, from time to time, powers to the Principal in accordance with these ByLaws to the extent permitted by law and by the Charter.

## ARTICLE III

### OFFICERS

**Section 1. Number of Officers.** The officers of the organization shall be a Chairman, one Vice-Chairperson (as determined by the Board of Trustees), a Treasurer, and a Secretary. Two or more offices may be held by one person, although the offices of Secretary and Chairman cannot be held concurrently by the same person. The Chairman may not serve concurrently as a Vice-Chairperson. **(a.) President/Chairman.** The President shall be the chief executive officer and shall preside at all meetings of the Board of Directors and its Executive Committee, if such a committee is created by the Board. Chairperson of the Board. The Chairperson shall have such other duties and powers as the Board of Trustees or Executive Committee shall determine. With the approval of the Executive Committee, the Chairperson shall appoint all Standing and Special Committees, may fill vacancies in these Committees, and may remove any members of these Committees for any reason. The Chairperson may call meetings of the Executive Committee, and shall call such meetings at any request of two members of Executive Committee. In the absence of the Chairperson, or if at any time the office of Chairperson is vacant, the Secretary may discharge any or all of the duties of the Chairperson including the Chairperson's functions as a member and chair of the Executive Committee. **(b.) Vice President/Chairperson.** The Vice President shall perform the duties of the President in the absence of the President and shall assist that office in the discharge of its leadership duties. **(c.) Secretary.** The Secretary shall give notice of all meetings of the Board of Trustees and Executive Committee, shall keep an accurate list of the directors, and shall have the authority to certify any records, or copies of records, as the official records of the organization. The Secretary shall maintain the minutes of the Board of Trustees' meetings and all committee meetings book of minutes of all meetings of the board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the school's Charter and ByLaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the ByLaws; and have such other powers and perform such other duties as the Board may prescribe. **(d.) Treasurer/CFO.** The Treasurer shall be responsible for conducting the financial affairs of the organization as directed and authorized by the Board of Trustees and Executive Committee, if any, and shall make reports of corporate finances as required, but no less often than at each meeting of the Board of Trustees and Executive Committee. The Treasurer shall: (1) keep or cause to be kept adequate and correct accounts of the school's properties, receipts and disbursements; (2) make the books of account available at all times for inspection by any Trustee; (3) deposit or cause to be deposited the school's monies and other valuables in the school's name and to its credit, with the depositories the Board designates; (4) disburse or cause to be disbursed the school's funds as the Board directs; (5) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the school's financial transactions and financial condition; (6) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (7) have such other powers and perform such other duties as the Board may prescribe. **Election and Term of Office**. The officers shall be elected annually by the Board of Trustees at the first meeting of the Board of Trustees, immediately following the annual meeting. Each officer shall serve a four year terms or until a successor has been elected and qualified. **Removal or**

**Vacancy.** The Board of Trustees shall have the power to remove an officer or agent of the organization. Any vacancy that occurs for any reason may be filled by the Board of Trustees

#### **ARTICLE IV**

##### **Standard of Care**

Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances (the “Standard of Care”).(a) Reliance on Others in performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:(1) One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;(2) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person’s professional or expert competence; or(3) A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation’s Charter or ByLaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and in accordance with the Standard of Care, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.(b) In investing and dealing with all assets held by the school for investment, the Board shall, in accordance with the Standard of Care, consider among other relevant considerations the long and short term needs of the school in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others,provided that those powers are exercised within the ultimate direction of the Board.(c) Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the school , provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.(d) Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.(e) Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

#### **ARTICLE V**

##### **INDEMNIFICATION**

The Trustees shall not be personally liable for the school’s debts, liabilities or other obligations.

**Indemnification of Corporate Agents:** Generally the Edmund and Susan Gordon Charter School, to the extent legally permissible and only to the extent that the status of the School as

exempt from federal income taxation under Section 501(c)(3) of the Code is not affected thereby, shall indemnify each person who may serve or has served at anytime as a Trustee, Officer or agent of the Board and may to the extent authorized by the Board of Trustees by an affirmative vote of a majority of the Trustees entitled to vote indemnify an employee of the School (collectively, "Indemnified Officers" or individually, "Indemnified Officer"), against all expenses and liabilities, including, without limitation, counsel fees, judgments, fines, excise taxes, penalties and settlement payments, reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit, or proceeding whether civil, criminal, administrative, or investigate (a "Proceeding") in which an Indemnified Officer may become involved by reason of serving or having served in such capacity (other than a Proceeding voluntarily initiated by such person unless a majority of the full Board of Trustees authorized the Proceeding); provided, however, that no indemnification shall be provided to such Indemnified Officer with respect to any matter as to which such Indemnified Officer shall have been finally determined in any Proceeding: (1) to have breached the Indemnified Officer's duty of loyalty to the School; (2) not to have acted in a good faith in the reasonable belief that such Indemnified Officer's action was in the best interest of the School; (3) to have engaged in intentional misconduct or a knowing violation of law; or (4) (a) to have engaged in any transaction from which the Indemnified person derived an improper personal benefit; and further provided that any compromise or settlement payment shall be approved by the Board of Trustees. (c) Authorization. The payment of any indemnification shall be conclusively deemed authorized by the School under this Section, and each Trustee and officer of the School approving such payment shall be wholly protected, if: (1) the payment has been approved or ratified by a majority vote of the Trustees who are not at time parties to the proceeding; or (2) the payment is made in reliance upon the opinion of independent legal counsel (who may be counseled to the School) appointed by majority of the Trustees then in office; or (3) a court having jurisdiction shall have approved the payment. (d) Heirs, Executors and Administrators. The indemnification provide hereunder shall inure to the benefit of the heirs, executors, and administrators of any Indemnified Officer entitled to indemnification hereunder. (e) non-exclusive Rights. The right of indemnification under this Article V shall be in addition to and not exclusive of all other rights to which any person may be entitled. Nothing contained in this Section shall affect any rights to indemnification to which School employees, agents, Trustees, officers and other persons may be entitled by contract or otherwise under law. (f) Adverse Amendments. No amendment or repeal of the provisions of this Article V that adversely affect the right of an Indemnified Officer under this Article V shall apply to that Indemnified Officer with respect to the acts of omissions of such Indemnified Officer that occurred at any time prior to such amendment or repeal, unless such amendment or repeal was voted for by or was made with the written consent of such Indemnified Officer.

## **ARTICLE VI**

### **SELFDEALING TRANSACTIONS**

The school shall not engage in any self dealing transactions, except as approved by the Board. "Self dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest ("Interested Trustee(s)"). Notwithstanding

this definition, the following transaction is not a self dealing transaction, and is subject to the

Board's general Standard of Care: A transaction which is part of a public or charitable program of the school, if the transaction, (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

## **ARTICLE VII** **OTHER PROVISIONS**

**Section 1: Fiscal Year:** The fiscal year of the school begins on July 1 of each year and ends June 30. **Execution of Instruments:** Except as otherwise provided in these ByLaws, the Board may adopt a resolution authorizing any Officer or agent of the school to enter into any contract or execute and deliver any instrument in the name of or on behalf of the school. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the school by any contract or engagement, to pledge the school's credit, or to render it liable monetarily for any purpose or any amount. **Checks and Notes:** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the school may be signed by any Trustee or officer of the school as authorized by the Board of Trustees. All checks issued by the school shall be signed by authorized Trustees or officers. **Construction and Definitions:** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not for Profit Corporation Law and the Education Law shall govern the construction of these ByLaws. Without limiting the generality of the foregoing, words in these ByLaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these ByLaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions. **Conflict of Interest:** Any Trustee, Officer, key employee, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her Interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that reasonably be construed to be adverse to the school's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall include: (a) Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and, (b) Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the school. **Disposition of Assets:** Upon the dissolution of the school, any assets remaining

shall be disposed of in strict compliance with the requirements of Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions at that time.

## **ARTICLE VIII**

### **CORPORATE SEAL, EXECUTION OF INSTRUMENTS**

The organization shall have a corporate seal, which shall be affixed to all deeds, mortgages, and other instruments affecting or relating to real estate. All instruments that are executed on behalf of the organization which are acknowledged and which affect an interest in real estate shall be executed by the Chairman or any Vice Chairman and the Secretary or Treasurer. All other instruments executed by the organization, including a release of mortgage or lien, may be executed by the President or any Vice Chairman. Notwithstanding the preceding provisions of this section, any written instrument may be executed by any officer(s) or agent(s) that are specifically designated by resolution of the Board of Trustees.

## **ARTICLE IX**

### **AMENDMENT TO BYLAWS**

The bylaws may be amended, altered, or repealed by the Board of Trustees by a majority of a quorum vote at any regular or special meeting. The text of the proposed change shall be distributed to all board members at least ten (10) days before the meeting.

## **ARTICLE X**

### **INDEMNIFICATION**

Any Trustees or officer who is involved in litigation by reason of his or her position as a director or officer of this organization shall be indemnified and held harmless by the organization to the fullest extent authorized by law as it now exists or may subsequently be amended (but, in the case of any such amendment, only to the extent that such amendment permits the organization to provide broader indemnification rights).

## **ARTICLE XI**

### **DISSOLUTION**

The organization may be dissolved only with authorization of its Board of Trustees given at a special meeting called for that purpose, and with the subsequent approval by no less than (2/3) vote of the members. In the event of the dissolution of the organization, the assets shall be applied and distributed as follows: All liabilities and obligations shall be paid, satisfied and discharged, or adequate provision shall be made therefore. Assets not held upon a condition requiring return, transfer, or conveyance to any other organization or individual shall be distributed, transferred, or conveyed, in trust or otherwise, to charitable and educational organization, organized under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, of a similar or like nature to this organization, as determined by the Board of Directors.

### **Certification**

Grant Valentine, EJD, Chairman of Edmund and Susan Gordon Charter School, and Eugee Whyte, Secretary of Edmund and Susan Gordon Charter School certify that the foregoing is a true and correct copy of the bylaws of the above named organization, duly adopted by the initial Board of Trustees on May 01, 2014.

\_\_\_\_\_

Secretary

Dated: \_\_\_\_\_

Created: 4/7/2014 by **grant valentine**

ATTACHMENT 5c CODE OF ETHICS

**EDMUND AND SUSAN GORDON CHARTER SCHOOL**

**Code of Ethics**

The Trustees, officers and employees of Edmund and Susan Gordon Charter School ( ESGCS) shall at all times be in compliance with the following Code of Ethics:

1. The Board of Trustees (the Board) shall conduct and direct the affairs of ESGCS and exercise all such powers subject to the applicable limitations of the New York Education Law, the New York Not for Profit Law, the New York General Municipal Law, ESGCS Certificate of Incorporation and ESGCS By Laws. The Board may delegate the management of the activities of ESGCS to others, so long as the affairs of ESGCS are managed and its powers are exercised under the Board's ultimate jurisdiction.
2. A Trustee, officer or employee of ESGCS shall not disclose confidential information acquired by him or her in the course of his or her official duties. A Trustee, officer or employee shall not use any confidential information acquired by him or her in the course of his or her official duties to further his or her own personal interest. In addition, he or she shall not disclose information about any matters discussed in an executive session of the Board, whether such information is deemed confidential or not. Notwithstanding the foregoing, the provisions of this paragraph shall not restrict any Trustee, officer or employee from making any disclosure required by law, including, but not limited to, disclosure in connection with any judicial or administrative proceedings.
3. A Trustee, officer or employee of ESGCS shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board.
4. A Trustee, officer or employee of ESGCS shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent or contingent upon any action by ESGCS with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services.
5. Every Trustee has the right to participate in the discussion and vote on all issues before the Board and any committee of the Board of which the Trustee is a member, except as provided under ESGCS's By Laws with respect to: a) any transaction or other conflict of interest between the Trustee (or any affiliate or immediate family member of the Trustee or any entity or association in which the Trustee, affiliate or immediate family member serves as a director or officer or has a significant financial interest), on the one hand, and ESGCS, on the other

hand; b) indemnification of a Trustee uniquely; or c) any other matter with respect to which applicable law or ESGCS 's Code of Ethics would make it impermissible for such person to participate in discussion or approval of such matter.

6. A Trustee, officer or employee of ESGCS shall not engage in any self dealing transactions, except as approved by the Board. A "self dealing transaction" is one to which ESGCS is a party and in which one or more of the Trustees, officers or employees has a material financial interest. Notwithstanding the foregoing, the following transaction is not a self dealing transaction and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of ESGCS , if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
7. Any Trustee, officer or employee of, ESGCS whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall make a prompt, full and frank disclosure on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Board's interest, and shall be made prior to the Board or Committee acting on the matter. The term "interest" means a pecuniary or material benefit accruing to a Trustee, officer or employee.
8. Any Trustee, officer or employee representing any not for profit corporation proposing to do business with ESGCS (whether or not for compensation) shall disclose the nature and extent of his or her relationship with the not for profit entity.
9. No Trustee, officer or employee of a for profit corporation, limited liability corporation or partnership having a business relationship with shall ESGCS serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that the exceptions set forth in the General Municipal Law shall apply. No Trustee, officer or employee of a for profit corporation, limited liability corporation or partnership having a business relationship with ESGCS involving the provision of educational management services shall serve as a voting member of the Board of Trustees.
10. Trustees, officers or employees of any single external organization shall hold no more than 40% percent of the total seats comprising the Board of Trustees.
11. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest shall be reflected in the Board minutes.

12. No Trustee, officer or employee of ESGCS shall 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 his or her official duties. No Trustee, officer or employee of ESGCS shall, after the termination of service or employment with, ESGCS appear before the Board or any committee of the Board in relation to any case, proceeding or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. However, this shall not bar or prevent the timely filing by a present or former Trustee, officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.
13. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
14. Other than solicitation of donations to ESGCS or another not for profit entity for the benefit of the School, a Trustee, officer or employee shall not directly or indirectly accept any gift from any person associated with ESGCS in any capacity, including but not limited to, any student or prospective student, any employee or prospective employee or any supplier, contractor or other contractual counterpart or prospective supplier, contractor or other contractual counterpart. A Trustee, officer or employee shall not accept or receive any single gift or privilege in connection with ESGCS worth \$50 or more, or gifts from the same source having a cumulative value of \$50 or more over a 12 month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. 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.
15. A Trustee, officer or employee of ESGCS shall never ask a subordinate, student or a parent of a student to work on or give to any political campaign.
16. All Trustees, officers and employees of ESGCS will observe rules of behavior and conduct unacceptable conduct includes, but is not limited to: a) Theft or inappropriate removal or possession of property belonging to ESGCS or otherwise used by the School; b) Falsification of documents; c) Possession, distribution, sale, transfer or use of alcohol or illegal drugs in the workplace or while on duty; d) Use of tobacco or tobacco products on School grounds; e) Insubordination or other disrespectful conduct; f) Violation of safety or health rules; g) Sexual or other unlawful or unwelcome harassment; and h) Excessive absenteeism or any absence without notice. All Trustees, officers and employees of ESGCS will be given a copy of the Code of Ethics upon commencement of their association with ESGCS.

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of this Code of Ethics may be suspended or removed from office or employment in the manner provided by law and by the By Laws of ESGCS .

## Attachment 8 Hiring and Personnel Policies and Procedures

### **Edmund and Susan Gordon Charter School**

#### Equal Opportunities Employer

ESGCS is committed to seek and employ highly qualified personnel without regard to sex, race, religion, color creed, national origin, sexual orientation, veteran status, mental status, disability and citizenship. It is the organization's policy to ensure equal opportunities for the advancement of staff members and seek to provide equality in the areas of promotions, training, transfers and in the event of lay off and terminations.

ESGCS will comply with all Federal and NYS Equal Opportunity Laws and other applicable laws, including the American with Disabilities Act (ADA of 1990) and New York State Division of Human Rights Laws.

ESGCS will verify that all of our employees are authorized for employment in the United State of America. All employees will complete an I-9 Form to comply with this provision.

ESGCS will:

- Recruit, interview and hire on the basis of an individual's qualification and competency for the position that he/she is applying for.
- Make necessary and reasonable accommodations to enable a qualified person with disability to perform the functions of the position that he/she has been hired to do.
- Protect the disabled individual's right to privacy and confidentiality to the extent possible.
- Adhere to full compliance of applicable laws, including those pertaining to employee's benefits.

The Principal will be appointed by the proposed charter school Board of Trustees.

The hiring process for Pedagogical staff is the following:

Positions will be posted on Career Search engines and Local newspapers.

All candidates are required to submit a Resume with a Cover Letter.

The Principal, Director of Curriculum and Instruction (DCI) and Director of Operations (DOO) will:

- Screen all the Resumes and determine which candidates will be selected for phone interview.
- Conduct the phone interviews and determine which candidates will be invited for in person interview
- In-Person Interview with the Principal, DCI, DOO using a pre-scripted questions that build upon those of the phone interviews. During this phase, candidates will be selected to do the sample lesson and will be provided feedback.
- Sample lesson and feedback-Candidates will present a lesson and the Principal, DCI and DOO will provide feedback on the lesson.
- Principal, DCI and DOO will meet and make the selections.
- Principal will send Offer letters to candidates
- Candidates that accept the offer will come into the school to sign employment contracts.
- All candidates will go through fingerprinting, background checks and child abuse registry searches in accordance with the law.

#### First Year Key Staff Requirements

##### Principal

Responsibilities:

- accountable for all the events, activities and every thing that happens in the school pertaining

## Attachment 8 Hiring and Personnel Policies and Procedures

- to teachers, directors, students, parents, custodial staff, security and support personnel.
- Hiring, promotional, termination decision.
- Instructional leader-responsible for observation of instructional staff.
- Knowledge of the NYS Common Core Learning Standards and the implementation of the standards in the school's curriculum and instructional programs.
- Responsible for the implementation of instructional protocols, Operations, safety protocols and discipline codes of the students.
- Responsible for the development and implementation of emergency procedures.
- Approval for all out of building trips, extra and intra curricular activities.
- Ensure that the physical plant of the school building meets all the Federal and NYS Building Codes and Regulations, OSHA and other government agencies.
- Budget planning, Procurement of instructional and operational supplies in collaboration with the Director of Operations and Finance
- Setting academic and instructional goals s the instructional leader of the school.
- Adherence to the school mission and Charter agreement.
- Provide feedback and guidance in instructional strategies
- Accountable for professional development of all staff members.
- Leader of the Education leadership team
- Establish and keep a relationship with the Board of Trustees of the Charter School
- Establish and maintain work relations with the community entities and agencies.
- Any other duties and responsibilities that may arise in relation to the operation, instruction and community networking of the Charter School.

### Qualifications for the Principal Position:

- Possess the NYS School Building Leader Certification
- Possess a NYS Permanent Teaching Certificate in a Core Subject or Special Education
- Masters in Education Degree
- At least 5 years of teaching and administrative experience, ideally in schools needed reform initiatives.
- At least 5 years of relevant professional experience in K-12 school district.
- 1-3 Years of direct experience successfully managing and developing instructional staff.
- Strong communication skills, writing and presentation skills, ideally Bilingual.
- Strong Organization skills, planning, project director and ability to multi-task, take initiative and ability to meet deadlines and schedules, prepare timely and accurate reports for NYS NYS Education Dept., The Board of Trustees.

### Director of Operations and Finance

#### Responsibilities:

- Oversee the school's financial and operational functioning.
- Oversee student recruitment and enrollment, human resources, budgeting and financial planning
- Will support all reporting requirements for the school
- Will be responsible for employee benefits, payroll, budgets and fundraising through grants and foundations.
- Technology support.

The D.O.F. will report and be evaluated by the Principal.

#### Qualifications

- Bachelor's Degree
- Master's Degree (Masters in Business Administration Preferred)
- Training/Education experience preferred

## Attachment 8 Hiring and Personnel Policies and Procedures

- 3 years of relevant professional work experience
- 3 years of demonstrated success in managing, budgeting, procurement
- Strong interpersonal skills, communication skills, good at planning and meeting deadlines.
- Skills in technology, computer, electronic data.
- Ability to prepare reports and data analysis for the Charter School, NYS Board of Regents, NYS Education Department, ESGCS Board of Trustees.
- Proactive Problem Solver

### Director of Curriculum and Instruction

#### Responsibilities:

- Conduct all the instructional observations of the core subject, minor subjects teachers.
- Conduct all the instructional observations in collaboration with the ESL/ELL coordinator of the English as a Second Language Teachers and Special Education Teachers.
- Provides Professional Development for all the Instruction Staff
- Responsible for the procurement of instructional supplies and textbooks, and supplementary materials for the teachers and students.
- Provides professional development to all teachers on the NYS Common Core Learning Standards.
- Will provide training on the development of the Curriculum Map, Lesson Planning, Data analysis and the use of technology in the classroom.
- Maintain accurate data of the school's performance and prepare the mandated reports to submit to NYS Ed. Dept., Board of Regents, ESGCS Board of Trustees.
- Will collaborate with the Principal in setting guidelines, reviewing the operations and the education goals and make adjustments as needed.
- Provide training on the Teacher evaluation Tool (Danielson Framework for Teaching) and set up a assist teacher in developing their professional profile binder.
- Develop the periodic assessments calendar and organize the administration of the assessments.
- Oversee the administration of all the NYS standardized tests program and ensure that the accommodations for the ELL, SWD and 504's are implemented during the tests.
- Conduct the Professional development programs in collaboration with the Principal during the Summer PD, Fridays PD and the other designated PD days as per the Proposed Annual School Calendar.
- any other responsibilities as the Principal requires to support the operations and instructional goals of the school

#### Qualifications

- NYS School Building Leader Certification
- Masters Degree( Curriculum and Instruction)
- 3-5 Years relevant professional work experience
- Strong skills with data, technology and computer
- Strong background in curriculum, knowledge of Literacy and Math Programs
- Strong knowledge of Inclusive classrooms and working with diverse students population
- Ability to prepare reports and data analysis for the Principal, ESGCS Board of Trustees, NYS Board of Regents, NYS Ed. Dept.
- Knowledge of the NYS Common Core Learning Standards.
- Assist in school programing of classes and schedules.
- Assist teachers with the school website, teacher computer applications for classwork, homework, attendance, assessments and progress reports.
- Assist teachers set up automatic feedback to guardians and families via school's

## Attachment 8 Hiring and Personnel Policies and Procedures

website.

- Collaborate with Principal and DCI in formulating the Parents, Teachers and Students School Surveys
- Proactive Problem Solver

### Data Coordinator

#### Responsibilities:

- Keep and update the student's information system.
- Develop the school's data warehousing, data analysis tools.
- Will assist the DCI in the storing, and analysis of student's assessment data.
- Will assist the DCI in the coordination and training of NYS standardized tests storing, administration, scoring and reporting.
- Will develop data analysis for teachers so that the lesson planning is data driven.
- Will assist the Principal in the preparation of reports with data to submit to the Charter School Board of Trustees, NYS Ed. Dept. and NYS Board of Regents.

#### Qualifications

- Bachelors Degree
- 1-3 work experience (preferably in a school setting)
- Knowledge of Microsoft Office, (word processing, Excel, powerpoint, Publisher Access, Outlook, One Note).
- Ability to segregate data and prepare reports for the Principal, Teachers, DCI and DOF.
- Other duties and responsibilities as deem important by the Principal.

### Core Subject Teachers

#### Responsibilities:

- Provide classroom instructional services in their respective core subjects utilizing best practices
- Participate in Professional Development with colleagues
- Maintain instructional records of student progress or lack of progress
- Take initiative to lead PD sessions and support other teachers and teacher assistants
- Promote and preserve the school's mission, vision and core values
- Engage in effective and appropriate classroom management strategies
- Develop lesson plans that are aligned with the NYS CCLS and use data reports to develop the lesson plans
- Provide direct and indirect instruction that is aligned to the students, classes and grade level needs
- Collaborate and co-plan lessons with the English as a second language teacher, the special education teacher to differentiate instruction for students with disabilities and English language learners.
- Develop assessments that provide accurate results that evidence the teacher's effectiveness in teaching.
- Establish and maintain relationships with colleagues, student's family members and the school community.
- Maintain communication with the students guardians.
- Engage in reflective practice and keep the Teacher Profile Binder relevant to experience. Document the best pedagogical practice and student's outcome with each lesson.
- Maintain accurate student records, assessments, homework, and phone logs.

#### Qualifications

- NYS Teacher Certification in Subject Area

## Attachment 8 Hiring and Personnel Policies and Procedures

- 1-3 years professional experience
- Excellent In-personal skills
- Excellent communication, writing and analytical skills
- Ability to establish and maintain relationships with colleagues, parents and the key persons in the community that the school is serving.
- Knowledge of the use of technology in the classroom to supplement instruction and to gather data, example: ( Smart Boards, IPads, applications , homework/classwork apps, social media)

### Special Education Teachers

#### Responsibilities:

- Co-teach with the core subject teachers.
- Provide direct and indirect instruction targeting specific skills to students with Individual Education Plans (IEP).
- Differentiate instruction in order to facilitate the subject contents to students with IEP's.
- Develop strategies to address behavior and learning styles of the students with IEP's.
- Develop alternative assessments options for students with IEP's.
- Collaborate with the core subject teachers in developing the lesson plans to include the goals and objectives that are mandated in the student's IEPs.
- Conduct Annual Review meetings to review the goals and objectives and revise them if they have been met and develop new goals and objectives for the student.
- Participate in IEP meetings at the ERCSD Committee of Special Education(CSE) during Triennial evaluations, Re-evaluations or Manifestation Determination Review meetings for school suspensions.
- Maintain instructional records of student progress or lack of progress
- Participate in Professional Development with colleagues
- Establish and maintain relationships with colleagues, student's family members and the school community.
- Maintain accurate student records, assessments, homework, and phone logs.
- Participate in Professional Development with colleagues

#### Qualifications

#### Qualifications

- NYS Teacher Certification in Special Education
- 1-3 years professional experience
- Excellent In-personal skills
- Excellent communication, writing and analytical skills
- Ability to establish and maintain relationships with colleagues, parents and the key persons in the community that the school is serving.
- Knowledge of the use of technology in the classroom to supplement instruction and to gather data, example: ( Smart Boards, IPads, applications , homework/classwork apps, social media)

### Teacher of English as a Second Language

#### Responsibilities:

- Co-teach with the core subject teachers.
- Provide direct and indirect instruction targeting specific skills to English language learners (ELL)
- Differentiate instruction in order to facilitate the subject contents to ELL students.
- Develop strategies to address behavior and learning styles of the ELL students using

## Attachment 8 Hiring and Personnel Policies and Procedures

the SIOP(Sheltered Instructional Observation Protocol) methodology.

- Develop alternative assessments options for ELL students.
- Collaborate with the core subject teachers in developing the lesson plans to include the goals and objectives that are mandated for ELL students.
- Maintain instructional records of student progress or lack of progress
- Participate in Professional Development with colleagues
- Establish and maintain relationships with colleagues, student's family members and the school community.
- Maintain accurate student records, assessments, homework, and phone logs.
- Participate in Professional Development with colleagues

### Qualifications

- NYS Teacher Certification in Teaching English as a second language,
- 1-3 years professional experience
- Excellent Inter-personal skills
- Excellent communication, writing and analytical skills
- Ability to establish and maintain relationships with colleagues, parents and the key persons in the community that the school is serving.
- Knowledge of the use of technology in the classroom to supplement instruction and to gather data, example: ( Smart Boards, IPads, applications , homework/classwork apps, social media)

### Administrative Assistant

#### Responsibilities:

- Greet all the visitors to the school and direct them to the appropriate office or person.
- Serve as the primary contact for the school via the telephone, emails, websites.
- Maintain records in accordance with legal requirements and audit guidelines.
- Ensure confidentiality of the office records and of all the information of parents, teachers and students and other staff members.
- Prepare all the school correspondence, receive the mail and distribute the mail to the intended recipient(s).
- Maintain accurate data on student's daily attendance, medical and tardy, leaving early and family pick up logs.
- Update biographical data in student information system.
- Assist in the ordering and receiving materials.
- Provide administrative support including scheduling meetings, PD, conference calls, maintaining calendars, arranging travel of staff members.
- Manage inventory of school supplies.
- Update the school calendar.
- Keep the Principal's calendar of meetings and conferences and report deadlines.
- Any other responsibilities that the Principal assigns.

#### Qualifications

- Associate Degree Minimum(concentration in Office Manager preferred)
- 1-3 years relevant professional experience
- Knowledge of Microsoft Office (Powerpoint, Excel, Note One, etc.)
- Strong Communication skills-writing, presentation-Bilingual a Plus
- Excellent Inter-personal skills
- Ability to establish and maintain relationships with colleagues, parents and the key persons in the community that the school is serving.

## Attachment 8 Hiring and Personnel Policies and Procedures

### Nurse

#### Responsibilities:

##### Initial Start up of School:

- Verify that all the students have submitted to the school a current physical exam, immunization records, emergency contact cards, proof of residence, medical alerts, application for free or reduced lunch, transportation requests, and for Students with Disabilities (SWD) the IEP's.
- Responsible to ensure the implementation of the 504's plans in the school to include the administration of prescription and non-prescription medicines as certified by the family's physician.

##### Subsequent years:

- same as start up and in addition:
- Receive students that get sick during the school day.
- make phone calls and contact parents of sick students or any health, medical and/or accidents that occur during the school day.
- Contact 911 in case of medical and health emergencies.
- A mandated reporter to the Hotline for suspected child abuse and neglect.
- Collaborate with community agencies in assisting parents get the services that their children need (health clinics, community centers, dental clinics).

#### Qualifications

- NYS Licensed Registered Nurse (RN)
- 1-3 years work experience
- Knowledge of NYS immunization requirements for children
- Knowledge of HIPPA laws.
- Good communication skills-Prefer bilingual (Spanish or Haitian creole)
- Ability to establish and maintain relationships with colleagues, parents and the key persons in the community that the school is serving.