

**REPLICATION APPLICATION SUMMARY**

Existing Education Corporation and Year Established	Growing Up Green Charter School, 2009
Name of Education Corporation Board President	Jeff Mueller
Board President Email Address and Telephone Number	[REDACTED]
Does this Education Corporation have charter school applications under consideration by any other authorizer(s)?	<input type="checkbox"/> Yes. If so, where: <input checked="" type="checkbox"/> No, not at this time
How many schools does the Education Corporation currently operate:	1
Name of Replication Model School	Growing Up Green Charter School
District of Location	CSD 30
Grades Served	K-7
Public Contact Name	Matthew Greenberg
Public Contact Email Address	greenberg@gugcs.org
Public Contact Telephone Number	347-642-4306
Public Web Address	www.gugcs.org
Name(s) of Proposed Charter School(s)	Growing Up Green Charter School II
District of Location	CSD 30
Proposed Opening Date	September 2016
Proposed Charter Term	2016-2021
Projected Enrollment and Grade Span During Charter Term	504 students in grades K-5
Projected Maximum Enrollment and Grade Span	756 students in grades K-8
Proposed Management Company or Partners	None
<i>Mission Statement of Model School:</i> The Growing Up Green Charter School empowers children to be conscious, contributing members of their community through a rigorous curriculum and an engaging green culture. Graduates of GUGCS will be prepared to attend high-performing schools where their interdisciplinary academic foundation, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future.	<i>Mission Statement of Proposed New School:</i>  Same

**Summary:** Our primary objective is to replicate the Growing Up Green Charter School model, opening a school in the same community serving the same student body to meet the overwhelming documented demand. Like the original school, GUGCS II will give preference to students residing in Community School District (CSD) 30 with a focus on serving the Queens communities of Long Island City, Sunnyside, Jackson Heights, Woodside, and Astoria.

Growing up Green's progressive, interdisciplinary approach to education combines and balances hands-on, project-based learning with rigorous direct instruction and a focus on the teaching of arts and sciences throughout the school day. The new school will adopt the original school model, the key components of which are:

- **Green Education:** Green principles inform the curriculum, instruction and culture of our schools. A segment of each day at GUGCS is known as Explore and Discover (ED) Time, where many of our green themes emerge as students work on interdisciplinary social studies projects that incorporate skills from all other subjects.
- **Hands-On Learning in the Local Environment:** Our model uses a multi-sensory approach that is enhanced by weekly visits to the school's Science Lab and regular field trips.
- **Actionable Assessment System:** Growing Up Green uses internally developed "Looking Forward, Looking Back" assessments to guide curriculum development and instructional planning, evaluate programs, focus professional development and hold teachers accountable.
- **Deliberate School Culture:** At Growing Up Green, sustainability refers not only to resources, but to relationships as well. We use the Responsive Classroom approach school-wide to build social skills and foster a positive learning environment.
- **Professional Environment:** Growing Up Green expects teachers to be active learners and models of lifelong learning for students.
- **Intervention and Support Systems:** At Growing Up Green, we utilize many internal data systems, which quickly identify struggling students so that we can immediately apply supports and interventions to ensure each student makes continued progress.

**Experienced Leadership:** GUGCS II will share an administrative team led by the founder of the original Growing Up Green and supported by experienced leaders in curriculum, assessment, special education, counseling, operations and finance. The school itself will have a strong leader supported by curriculum and instructional staff as well as a dedicated operations and finance team.

**Strong Governance:** The new school will be governed by the board of the original GUGCS, comprised of five voting members and a non-voting parent representative from each school. This is a tested board that has already seen Growing Up Green through renewal, expansion to a middle school, and development of multiple private facilities. Its members have a broad set of skills with which to govern the school, including deep knowledge of education, finance, and law.

**Evidence of Success:** GUGCS students have demonstrated impressive growth, exceeding the 50<sup>th</sup> percentile in four accountability metrics and putting them on track to college and career readiness. The school has also demonstrated strong satisfaction among its families and has an enrollment waiting list of almost 1000 students.

## Growing Up Green Charter School II Application

### Table of Contents

Section	Title	Page
I.A	Mission Statement and Objectives	1
I.B	Key Design Elements	3
I.C	Enrollment, Recruitment, and Retention	10
I.D	Community to be Served	12
I.E	Public Outreach	13
I.F	Programmatic and Fiscal Impact	15
II.A	Achievement Goals	16
II.B	School Schedule and Calendar	18
II.C	Curriculum and Instruction	18
II.D	Assessment System	21
II.E	Performance, Promotion, and Graduation Standards	24
II.F	School Culture and Climate	27
II.G	Special Student Populations and Support Services	30
III.A	Applicant Group Capacity	35
III.B	Board of Trustees and Governance	35
III.C	Management and Staffing	40
III.C.1	Charter Management Organization	45
III.C.2	Partner Organization	45
III.D	Evaluation	45
III.E	Professional Development	46
III.F	Facilities	49
III.G	Insurance	51
III.H	Health, Food, and Transportation Services	52
III.I	Family and Community Involvement	54
III.J	Financial Management	55
III.K	Budget and Cash Flow	57
III.L	Pre-Opening Plan	60
III.	Dissolution Plan	61
<b>Attachments</b>		
A.1	Admissions Policies and Procedures	
A.2	Samples of Evidence of Community Outreach	
A.3a	Sample Daily Schedules	
A.3b	First Year Calendar	
A.4	Student Discipline Policy	
A.5b	By-Laws	
A.5c	Code of Ethics	
A.8a	Hiring and Personnel Policies and Procedures	
A.8b	Resume for Proposed School Leader	
A.9	Budget and Cash Flow Template	
A.10	Replication Business Plan	

## I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

### A. *Mission Statement and Objectives*

#### **Mission Statement:**

The Growing Up Green Charter School empowers children to be conscious, contributing members of their community through a rigorous curriculum and an engaging green culture. Graduates of GUGCS will be prepared to attend high-performing schools where their interdisciplinary academic foundation, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future.

**Objectives:** Our primary objective is to replicate the success of the original Growing Up Green Charter School and expand educational opportunities in our community. Rooted in a comprehensive vision of healthy development for children, families, and staff, GUGCS has signified five standards from which our academic and non-academic expectations and goals are derived:

1. **High Academic Attainment and Improvement:** GUGCS wishes to provide not only another school option, but one that provides an excellent education for all students, including those at-risk and with limited opportunities for academic attainment.
2. **Rigorous & Responsive Educational Program:** GUGCS aligns curriculum with New York State Common Core Standards, and enables students to develop the skills necessary to build a sustainable world in which to live.
3. **Responsible Governance and Management:** GUGCS creates a professional environment where adults are accountable for student success. The school's Board of Trustees actively monitors the school and responds to the concerns and interests of staff, parents and the larger community.
4. **Solid Foundation & Infrastructure:** GUGCS depends on a thoughtful and purposeful organization that makes decisions designed specifically to further the school's mission. The school manages its resources, including taxpayers' funds, human capital and real estate, in an ecologically and ethically sound manner.
5. **Strong Culture and Supportive Relationships:** GUGCS creates an environment in which students, staff and parents feel welcome, safe and encouraged to take risks in order to learn and grow. At GUGCS all students feel supported by caring adults and parents have access to their children's teachers and school leadership on a daily basis. In return, students and parents support the school's code of conduct and contribute to the health of the community.

It should be noted that these standards align directly with the benchmarks of the Regent's Performance Framework, putting GUGCS on track to meeting SED's renewal expectations.

**Furthering the Law's Objectives:** Growing Up Green Charter School (GUGCS) is deliberately designed to improve student achievement and increase learning opportunities for at-risk students. The original GUGCS school recruited and serves a diverse student body that benefits

from the positive peer effects generated by bringing together students from different races, ethnicities, income levels, nationalities and religions. The proposed new charter school will serve the same population and in so doing expand choices for families and students typically limited to their zoned elementary schools. GUGCS's extensive waiting list is evidence that families want this choice. In addition, the autonomy provided to charter schools allows GUGCS to offer different and innovative teaching methods and create new professional opportunities for all staff members. In particular, GUGCS features an integrated sustainability curriculum, inquiry-based pedagogy, a green school culture, a collaborative work environment with ample professional support and opportunities for growth, and a proven assessment system and intervention program. Together all of these elements have led to demonstrable student growth, which is the ultimate purpose of the charter school law.

**B. Key Design Elements**

This is a proposal to replicate the Growing Up Green Charter School model, opening a school in the same community serving the same student body to meet overwhelming documented demand. Like the original school, GUGCS II will give preference to students residing in Community School District (CSD) 30 with a focus on serving the Queens communities of Long Island City, Sunnyside, Jackson Heights, Woodside, and Astoria. Growing up Green's progressive, interdisciplinary approach to education combines and balances hands-on, project-based learning with rigorous direct instruction and a focus on the teaching of arts and sciences throughout the school day. This approach has proven successful for children and very sought after by families in our community. The key components of our program are:

- **Dedication to Academic Rigor:** Our curricular team works to ensure that teachers are delivering both the direct instruction and collaborative components of our academic program with specific intention and rigor based on both Common Core State Standards and student data stemming from internal and external assessments. Our mathematical model incorporates direct instruction supported by enVision Math and TERC, enhanced by the constructive problem-solving strategies developed through Math in the City's inquiry-based program. In Literacy, students are involved in a specific mini-lesson daily followed by individualized strategy groups, guided reading groups, as well as differentiated rotations composed of word study and independent practice. Intervention teachers, co-teachers and associate teachers support classroom teachers in each core academic subject, providing rigorous differentiation for both students who are struggling with content as well as students in need of more challenging enrichment opportunities. Science instruction is provided twice weekly by both Science Lab teachers and classroom teachers, giving students the opportunity at least once per week for hands-on laboratory experiments. The Social Studies curriculum is guided by New York State Standards and incorporates elements from all other core academic areas to amplify the rigor level within each unit and lesson.
- **Expansive Support Services:** At Growing Up Green, the Support Services Department works closely as a collaborative team to provide specialized support and instruction for at-risk students, English Language Learners, as well as students receiving special education services.

- **Integrated Co-Teaching (ICT) and Special Education Teacher Support Services (SETSS):** Growing Up Green provides at least one Integrated Co-Teaching (ICT) class per grade, in which the general education teacher and special education teacher use a variety of co-teaching models in order to best provide instruction to a wide range of learners in a highly inclusive environment. Additionally we have 4 learning specialists within the department who are able to support students within the ICT classrooms, as well as provide push-in and pull-out Special Education Teacher Support Services (SETSS) for students mandated for small group academic support. Regular opportunities are provided for learning specialists and classroom teachers to meet, observe one another, and discuss strategies for curriculum differentiation.
- **Intervention:** We have 3 intervention teachers at Growing Up Green who are able to provide support both in and out of the classroom for at-risk, struggling students who are identified by data or teacher referral. We implement the Response to Intervention (RtI) model through the use of our *“Successful Students Committee”* (SSC), a team comprised of Learning Specialists, Intervention Teachers, School Counselors, ELL Specialists, Directors of Instruction, and the Director of Support Services that meets on a weekly basis. Using a case-study approach, SSC serves as a forum for teachers and staff members to collaborate, share strategies for differentiation, and or design a targeted intervention plan. Intervention services run on 6-week cycles, ensuring that student progress is monitored regularly and that students who require more intensive support are quickly identified. This also allows for an intervention to be redesigned if necessary, to best support a student’s particular learning needs. The primary goal of SSC is to ensure that a variety of strategies and consistent supports have been set in place prior to a student referral for special education services.
- **ELL:** Growing Up Green employs the Sheltered Instruction Observation Protocol (SIOP) Model, in support of ELL students in the classroom or in small group instruction outside of the classroom. The SIOP Model is a research-based and validated instructional model for lesson design and delivery. We have an ELL coordinator and 2 ELL teachers who are experts in English as a Second Language and provide in and out of classroom support to ELL students at various levels of proficiency to develop their literacy skills.
- **Counseling:** At Growing Up Green we believe in addition to providing high quality academic instruction we must also provide support for our students' social, emotional, and behavioral needs. One of the ways we support social and emotional growth in our students is by providing counseling services. We have several school counselors on staff who are available to provide individual and group counseling services. School Counselors are also available to create and implement classroom workshops around relevant social and emotional topics. Additionally, students are encouraged to reach out to school counselors if they are experiencing challenges or stressors that are impacting them in a negative way. School counselors provide emotional guidance to our students, help students process emotions that may be inhibiting their academic focus, encourage our students to implement healthy

coping strategies into their daily lives, and provide behavioral management strategies. We provide a nurturing and supportive environment for our students and we value the social and emotional growth of our students equally as much as we value their academic learning.

- **Hands-On Learning in the Local Environment:** Our model uses a multi-sensory approach that is enhanced by weekly visits to the school's Science Lab and regular field trips. These experiential activities engage students, promote retention of knowledge and develop critical thinking skills. Students gain first-hand understanding and appreciation of our community through neighborhood walks, community observations, resident interviews, guest speakers, and developmentally appropriate research.
- **Actionable Assessment System:** Growing Up Green uses internally developed "Looking Forward, Looking Back" assessments to guide curriculum development and instructional planning, evaluate programs, focus professional development and hold teachers accountable. Aligned to Common Core State Standards and administered every six weeks, these assessments provide actionable data that teachers use to refine their lessons and identify student's needs as well as content areas needing support. These assessments have been effective predictors of student performance on state tests, allowing school leaders and faculty to identify areas for growth and make progress towards meeting our goals and achieving our mission.
- **Green Education:** Green principles inform the curriculum, instruction and culture of our schools. Green principles are those guided by sustainably creating a lifestyle or community that does not exceed usage of anything for which we cannot be responsible. Green lessons infuse our meals, code of conduct, instructional materials, recycling practices, and facility design and choices. Green topics are integrated throughout the curriculum. Each grade level takes part in our "Green Ambassadors" program in which each grade level spearheads a particular aspect of sustainable practices, e.g., appreciation of nature, composting, energy reduction, and water conservation. This unit of study is enhanced by weekly Green Living classes co-led by general classroom teachers and the Science teaching team throughout the year. In addition, a segment of each day at GUGCS is known as Explore and Discover (ED) Time, where many of our green themes emerge as students work on interdisciplinary social studies projects that incorporate skills from all other subjects. This thematic approach engages students and develops a more complex understanding of skills and concepts. In addition, our Science department designs projects that meet NYS and Common Core State Standards while still incorporating themes of sustainability both in the Science Lab and across classrooms.
- **Deliberate School Culture:** At Growing Up Green, sustainability refers not only to resources, but to relationships as well. We have built a collaborative school culture that sustains students, staff and families alike. As a result, there has been limited faculty and staff turnover and virtually no leadership turnover. Since inception, we have used the Responsive Classroom approach school-wide to build social skills and foster a

positive learning environment, which has resulted in a positive school culture with limited discipline issues and no expulsions ever.

- **Professional Environment:** Growing Up Green expects teachers to be active learners and models of lifelong learning for students. Formal training opportunities occur during the summer and regular half-day Professional Development (PD) sessions throughout the school year. Five PD opportunities during the school year are dedicated to the analysis of data from our Looking Forward, Looking Back interim assessments and action planning for standards that need to be readdressed in future units and lessons. Science and Social Studies leaders at GUGCS collaborate with classroom teachers to plan professional developments addressing the question “What does it mean to be green?” and “How can we as a staff implement principles of sustainability into our classrooms?” In addition to guiding curricular development, the ED Time coordinators push into classrooms during ED Time. Finally, Growing Up Green has a robust team of academic leaders, including a Director of Curriculum, Director of Instruction for Kindergarten-2<sup>nd</sup> Grade, Director of Instruction for 3<sup>rd</sup>-5<sup>th</sup> Grade, Lower and Upper School Math and Literacy Coordinators, Director of Special Education and Intervention, Director of Assessment, Director of Counseling, Dean of Students, and ED Time and Specials Coordinator, all of whom collectively provide teachers with support ranging from planning to classroom observations and feedback to formal evaluations.

**Research Base:** GUGCS design principles align with those of Environment as an Integrating Context (EIC). This model was developed by SEER (State Education and Environment Roundtable) in 1997 and is based on research and contributions from its 12 member state departments of education. The EIC Model utilizes six effective and inter-related practices:

- Integrated interdisciplinary instruction
- Collaborative instruction connecting teachers, students, and the community in shared learning experiences
- Community-based investigations offering hands-on experiences relevant to students’ lives
- Learner-centered, constructivist approaches building on students’ interest, needs, knowledge and experience
- Use of local natural and community surroundings as the context for instruction
- Cooperative and independent learning promoting collaboration among students yet motivating individual students to maximize their potential

In 1998, SEER published its research about the academic and behavioral benefits of using this model (Lieberman & Hoody, 1998). This report, entitled “Closing the Achievement Gap: Using the Environment as an Integrating context for Learning,” examined 40 schools that had been using the EIC model for teaching Science, History, English Language Arts (ELA), and Math. Data came from site visits to all 40 schools, four different teacher surveys, and extensive interviews with over 400 students and 250 teachers and administrators, indicating:

- Higher test scores on standardized measures of academic achievement in all academic subject areas;
- Reduced discipline and classroom management problems;

## Growing Up Green Charter School II Application

- Increased student engagement and motivation for learning; and
- Greater pride and ownership in students' accomplishments.

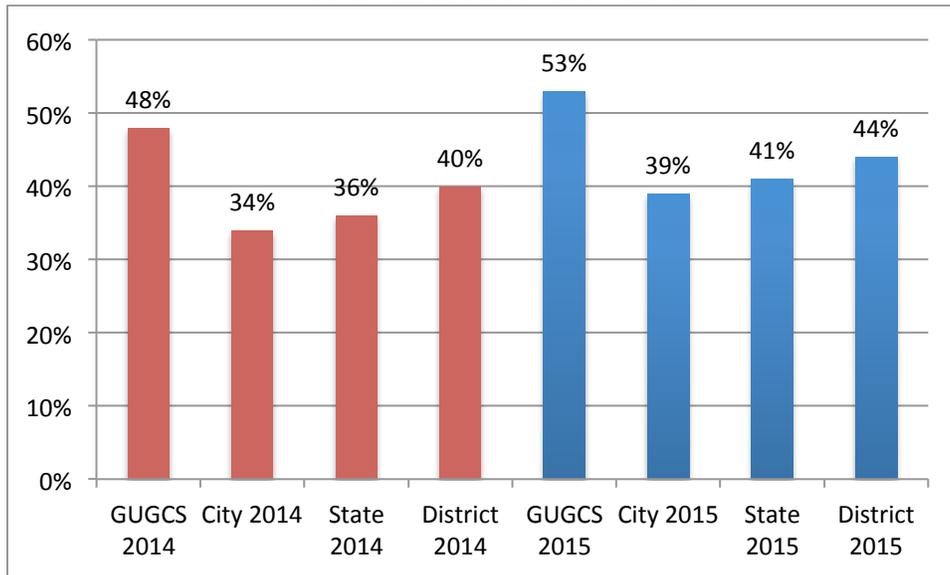
Since SEER's original research published in 1998, there have been a variety of follow-up studies, and projects that have confirmed the results. In a 2005 study on the effects of environment-based education on student achievement (California Student Assessment Project, Phase Two: The Effects of Environment-based Education on Student Achievement. Poway, CA), students in environment-based programs outperformed their traditionally educated peers as evidenced by year-to-year standardized test data in the four core-subject areas.

- In 100% of reading assessments, EIC students scored as well as, or better than, traditionally educated peers.
- In 92.5% of math assessments, EIC students scored as well as, or significantly higher than, traditionally educated peers.
- In 95% of the language assessments, EIC students scored as well as, or significantly higher than, traditionally educated peers.

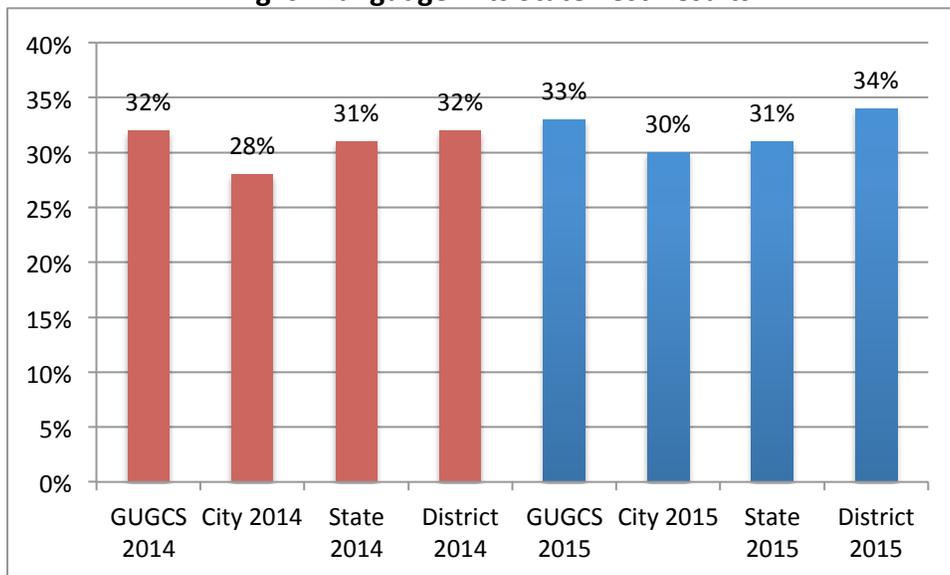
**Evidence of Success:** While an ample research base exists for this model and a number of other successful schools employ similar practices, the more important proof are the outcomes generated by Growing Up Green Charter School. Last year on the Mathematics State Test, the school outperformed the city, state, and district in all grades. In the ELA, the school outperformed the city and state in all grades and even outperformed the district in two of the four testing grades.

# Growing Up Green Charter School II Application

## Mathematics State Test Results

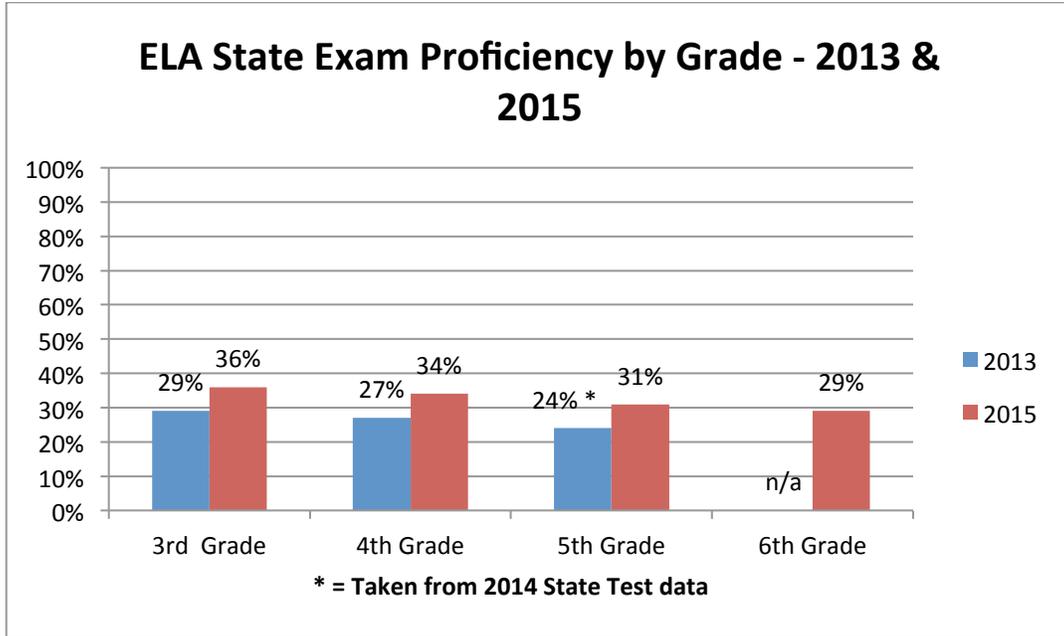


## English Language Arts State Test Results

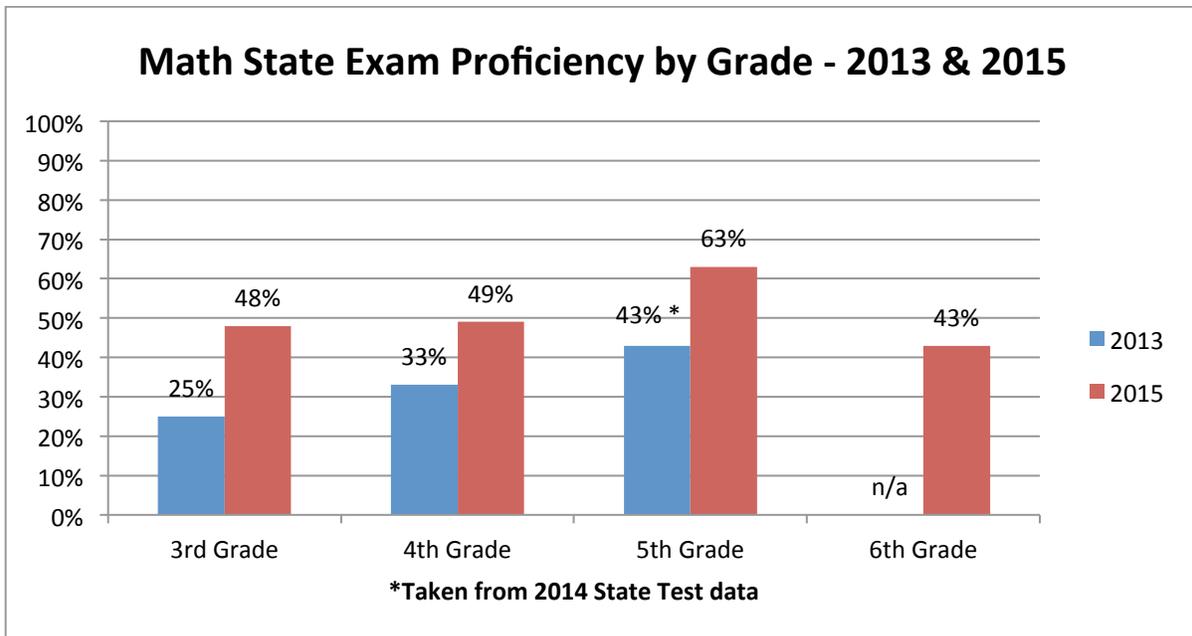


## Growing Up Green Charter School Growth on State Exams

The charts below show the growth GUGCS students have made since 2013, when the state introduced Common Core-aligned assessments, to last year.



- 3rd grade ELA proficiency increased by 7% from 2013 to 2015.
- 4th grade ELA proficiency increased by 7% from 2013 to 2015.
- 5th grade ELA proficiency increased by 7% from 2014 to 2015.
- In 2015, 6th graders had a 5% increase in ELA proficiency from 2014 (4th grade).



## Growing Up Green Charter School II Application

- 3rd grade Math proficiency increased by 23% from 2013 to 2015.
- 4th grade Math proficiency increased by 16% from 2013 to 2015.
- 5th grade Math proficiency increased by 10% from 2014 to 2015.

Finally, GUGCS has been open since 2009 and for every year of operation, it has achieved a State Accountability Designation of “Good Standing,” been in compliance with local, state, and federal laws as well as its charter contract, and has received clean audits from an independent accounting firm each year. This does not mean GUGCS (like all successful schools) did not have growing pains; the continuous addition of a grade each year has had its challenges as the school developed new curriculum, added staff and expanded into an additional facility. Nevertheless, the results are clear: the school has overcome all obstacles to become a school with strong academic results, high demand, inviting facilities, sound finances, and a committed community.

### C. Enrollment, Recruitment, and Retention

<b>Projected Enrollment Table Over the Charter Term</b>						
<b>Grades</b>	<b>Ages</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b>K</b>	4-6	83	83	84	84	84
<b>1</b>	5-7	83	83	84	84	84
<b>2</b>	6-8		83	84	84	84
<b>3</b>	7-9			84	84	84
<b>4</b>	8-10				84	84
<b>5</b>	9-11					84
<b>Totals</b>		166	249	336	420	504

**Rationale:** GUGCS II will model its enrollment on the original school’s growth plan in order to create a small school with an intimate sense of community while maintaining a size that is financially viable with limited dependence on funding outside of per pupil revenues and entitlements. We believe in providing our students with a foundation on which their future education, careers and life can rest solidly. Thus, Growing Up Green focuses on the earliest grades, with the hope of eventually growing into a K-8 school as was done at the original school. GUGCS II will have three class sections per grade and open with Kindergarten and 1<sup>st</sup> grade, adding a grade each year until becoming a K-5 elementary school in 2020. This allows for a reasonable and responsible development of school culture and expanded time for hiring quality staff and developing suitable facilities. Class sizes (in grades K-5) will be approximately 26-28 students with a lead and associate or co-teaching model in each class, resulting in a teacher to student ratio of approximately 13:1, not including instructional support staff.

**Admissions:** Growing Up Green uses a random lottery to enroll all students, giving preferences to students from CSD 30 and siblings of admitted and enrolled students. Applications, which are available from the school in English and Spanish, are due April 1 of each year, and may be submitted electronically, by mail, or in person. They may also be submitted via the NYC Charter School Center’s Common Charter School Application, which translates into English, Spanish, French, Arabic, Haitian Creole, Chinese, Urdu, Bengali, Korean and Russian. For each grade, students are selected from the applicant pool until all seats are filled, and remaining students

## Growing Up Green Charter School II Application

are then drawn from the pool and placed on our waitlist in the order drawn. Any applications submitted after April 1 are then placed on the waiting list in the order received. Given the overwhelming demand for seats in our school, GUGCS II will backfill all empty seats in each grade throughout the year.

GUGCS uses a multi-pronged recruitment strategy. Many of our current students have siblings or other relatives who will be eligible to attend, so we will disseminate information about the new school to our existing families. The current school also has a waiting list of almost 1000 students interested in attending, and information about the new school option will be sent to those parents as well. Finally, GUGCS has relationships with an extensive list of individuals, organizations and agencies in the community that connect with families of elementary age children. These include the Boys and Girls Club of Queens and the Jacob Riis Community Center of Long Island City. The GUGCS website will be expanded to include the new school and provide information in English and Spanish. That fact that we received over 1,500 applications for 100 seats last year suggests our recruitment strategies are effective.

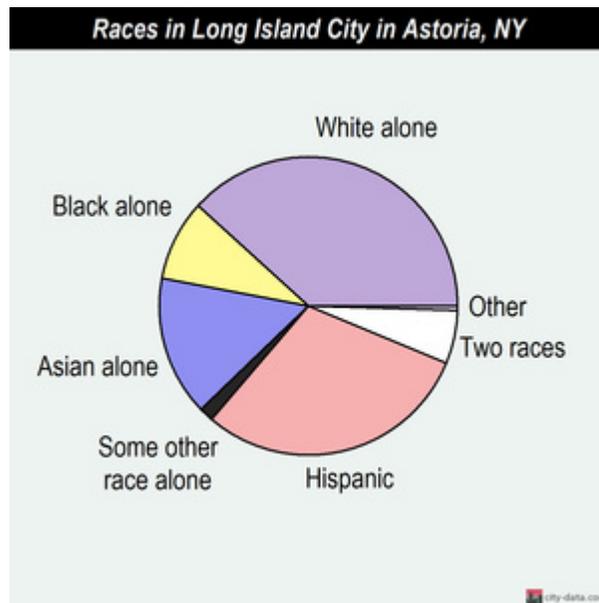
**Enrollment and Retention Targets:** GUGCS II will make a good faith effort to meet the enrollment and retention targets set for it by the state. It will use similar strategies to those that have been effective at the original Growing Up Green School and yielded large numbers of applicants, a lengthy waiting list, and a diverse student body. Growing Up Green already has a positive presence in the community through partnerships and service learning activities. It has built over time a network of like-minded individuals, organizations and agencies, many of which work directly with at-risk youth and their families. Furthermore, the “green” aspects of the school are clearly described in marketing materials, presentations, and discussions with interested families. For students with disabilities, the school website and recruitment materials clearly describe the school’s inclusion model, special education services and staffing as well as counseling supports. Furthermore, our Director of Support Services participates in recruitment activities. In order to recruit English Language Learners, our materials are translated, our ELL program is described, and our ELL Coordinator and teachers assist with recruitment. We also have bilingual staff to help families with the application process. The majority of our students are eligible for free and reduced lunch and, having built a positive reputation in the community, word of mouth is particularly effective in attracting this population of students to our school. We make it clear that our school is free and provides support services and extra-curricular opportunities to all students, regardless of need and income. Should the results of the random lottery not yield sufficient numbers to meet enrollment targets, the school’s board will consider adding at-risk preferences to its admissions policy with the permission of its authorizer.

Regarding retention, GUGCS has a track record of strong student retention; any student leaving the school is primarily due to family relocation. We have achieved this success by developing a close, supportive community among students, staff and families through regular communication and events such as orientations, family workshops, conferences, celebrations and performances. Moreover, the school retains students classified with disabilities through the scope of services it offers to serve a variety of student needs. For example, GUGCS provides an ICT class on each grade and special education services, such as speech and language therapy, occupational therapy, hearing services, counseling, and physical therapy. Our ELL Coordinator and ELL teachers support limited English proficient students through immersion techniques

direct instruction, and the use of the SIOP model. GUGCS is a school where students and their families are known well by the faculty and staff and students do not fall through the cracks. We also work closely with community organizations to ensure families have the supports they need so their children can succeed.

**D. Community to be Served**

**Community Description:** GUGCS II intends to serve students from Long Island City (LIC), Woodside, Sunnyside, and Astoria in the borough of Queens. LIC is bounded on the north by Astoria; on the west by the East River; on the east by Hazen Street, 31st Street, and New Calvary Cemetery; and on the south by Newtown Creek, which separates Queens from Greenpoint, Brooklyn. Astoria is also bounded by the East River as well as Long Island City, Northern Boulevard and 50<sup>th</sup> Street. This is a very racially and economically diverse community.



LIC currently has one of the highest concentrations of art galleries, institutions and studio spaces in New York City, and is easily accessible to Manhattan via the Queensboro Bridge and multiple bus and subway routes. This community has drawn residents from around the world, 45% of whom are foreign born. While 38% have a bachelors degree or higher, 34% have less than a high school diploma. We originally selected this community specifically with the goal of replicating its diversity within our school walls, which has notable benefits for all students involved.

**Student Population:** CSD 30 enrolled 15,753 students in grades K-5 in 2013-14 with the following demographics:

Characteristics	District
Male	49.3
Female	50.7
Asian	22.3
Black	7.1
Hispanic	53.7

## Growing Up Green Charter School II Application

White	15.6
Other	1.1
Students with Disabilities	13.3
English Language Learners	19.0
Eligible for Free or Reduced Lunches	84.5

Regarding performance, in 2014-15 only about one-third of 5<sup>th</sup> grade students in CSD 30 schools were proficient in ELA at the end of their elementary school career. In Math, less than half of students were proficient. Consequently, there is demand for higher performing elementary schools in this community. The needs of the students vary, but common barriers to learning include arriving to kindergarten with few pre-literacy skills and being limited English proficient. Growing Up Green designed its program with this in mind, using effective foundational curriculum for literacy development and providing co-taught classes to allow for targeted instruction and intervention. The school has refined an effective assessment system that identifies needs and readily implements interventions. In addition, the school has a robust student support team to address the myriad social emotional issues often faced by low-income or otherwise at-risk students.

**Community Support and Demand:** In CSD 30, Growing up Green is a school in high demand which is a primary reason why the board of trustees, and school leadership believe the timing is right to open up a second school. Evidence to support our belief is based on the following application numbers: In the first five years, Growing Up Green Charter School has received on average over 1,500 applications for approximately 100 seats. Last year, Growing up Green received close to 2,000 applications for 150 slots. In addition to Growing up Green being a school in high demand, our research shows that families are seeking out charter schools for their children: there were 3,564 applicants for 434 charter seats in CSD 30 and 8,172 applicants for 1,291 seats in Queens charter schools overall last year. This demonstrates strong demand for a charter school option in general and our school model in particular.

### **E. Public Outreach**

**Outreach Activities:** Our decision to open a second school in district 30 was informed by the following:

1. A high demand for seats at Growing up Green since opening up in 2009
2. The clear need for educational alternatives in CSD 30
3. Numerous unsolicited requests by parents to serve more students.

Growing Up Green already has a strong presence in the community and has been encouraged by the positive response from parents and community leaders. The school announced its plans to open a second school via a letter sent home to all GUGCS families, which was also posted on our website and discussed at our public board meetings. School leaders have held numerous meetings about the plan to open a second school, and discussed the proposal with politicians, local community- and faith-based organizations, and other community stakeholders who have provided strong support to this effort.

### **Sample of Outreach**

## Growing Up Green Charter School II Application

<ul style="list-style-type: none"> <li>• Assemblywoman Cathy Nolan</li> <li>• State Senator Michael Gianaris</li> <li>• Council Member Jimmy Van Bramer</li> <li>• Assemblywoman Marge Markey</li> <li>• Brooklyn/Queens Catholic Diocese</li> <li>• Queens Dutchkills Community Organization</li> <li>• East River Development Organization and leader, Bishop Taylor</li> </ul>	<ul style="list-style-type: none"> <li>• Brooklyn Grange</li> <li>• Boys and Girls Club of Astoria</li> <li>• Astoria Blue Feather Head Start</li> <li>• Ravenswood Community Center (Open House)</li> <li>• Queens Public Library (Open House)</li> <li>• Jacob Riis Community Center</li> <li>• Materials for the Arts</li> <li>• Tours at GUGCS</li> </ul>
---	---

Last spring, meetings were held at the Blue Feather Head Start, the Queens Public Library, Ravenswood Community Center, and at our Elementary School.

**Feedback and Impact on Proposal:** As a replication, most people with whom we talked about the plan were familiar with the model, but their feedback still reiterated certain salient features that we will ensure are maintained in the new school. For example, parents asked the following questions at our public meetings (and our responses follow):

- Is there a tuition fee? We informed parents that charter schools are free public schools open to all families in the District 30 community, and beyond.
- Does the school have students with IEPs? We informed parents that GUGCS serves students with IEPs in many ways: at least one integrated co-teaching (ICT) class per grade, push-in and pull-out academic SETSS support, and school-based related services including speech and language therapy, occupational therapy, and counseling.
- What is your class size? We let parents know that GUGCS class size in K-1 is 28 students with two full time teachers; in grades 2-5, class size is either 28 students with one teacher or an ICT class with 28 students, one general education and one special education teacher.
- Is there busing? GUGCS II will offer free busing to students who qualify.
- Is there a sibling preference? We informed parents that there is a sibling preference.

Below is a sample of comments from parents interested in our school:

- “We heard great things about Growing Up Green. Parents say excellent things about the school on charter school message boards and online discussions. The distance made the commute a little too far for us. This area needs more charter school options in different locations.”
- “Different children learn differently. My youngest needs discipline and structure. Other children need more family collaboration. It is good to have different school options that have different cultures so everyone can find what they need.”
- “I like schools that include art and music. It’s just as important.”
- “I like schools that have uniforms. It provides a sense of structure.”

Growing Up Green Charter School II Application

- “Transportation is important. People would travel long distances to attend good schools, but good transportation options makes it so much easier.”

**Continuing Outreach:** Growing Up Green was conceived and realized as a community embedded school and the replication school will continue that tradition. It will have an open door policy for parents and community members to share their ideas and concerns with school leaders and teachers. Parents will be invited to visit and volunteer and participate in school events and field trips. Board meetings will continue to be open and welcoming of public input.

**F. Programmatic and Fiscal Impact**

**Local Schools:**

<b>Public Elementary Schools</b>	<b>Private Schools</b>
P.S. 11 Kathryn Phelan School	El-Ber Islamic School
P.S. 111 Jacob Blackwell School	Ideal Islamic School
P.S. 112 Dutch Kills School	Immaculate Conception School
P.S. 122 Maime Fay School	Corpus Christi School
P.S. 127 Aerospace Science Magnet School	Les Enfants Montessori School
P.S. 148	Our Lady of Mt. Carmel School
P.S. 149 Christa McAuliffe School	St. Catherine & St. George
P.S. 150	St. Demetrios School
P.S. 151 Mary D. Carter School	St. Francis of Assisi School
P.S. 152 Gwendoline N. Alleyne School	St. John’s Preparatory School
P.S. 166 Henry Gradstein School	Evangel Christian School
P.S. 17 Henry David Thoreau School	Lagcc Early Childhood Learning
P.S. 171 Peter G. Van Alst School	Most Precious Blood School
P.S. 2 Alfred Zimberg School	Queen of Angels Elementary School
P.S. 212	Queens Lutheran School
P.S. 228-Early Childhood Magnet School for the Arts	St. Joseph Elementary School
P.S. 69 Jackson Heights School	St. Raphael School
P.S. 70	Lexington School for the Deaf
P.S. 76 William Hallett School	Blessed Sacrament School
P.S. 78	St. Joan of Arc Elementary School
P.S. 84 Steinway School	Greater New York Academy
P.S. 85 Judge Charles Vallone	Razi School
P.S. 92 Harry T. Stewart Sr.	St. Sebastian School
P.S. 234	Our Lady of Fatima School
P.S. 222 Fire Fighter Christopher A. Santora School	St. Gabriel School
P.S. 280	
P.S. 329 East Elmhurst Community School	
Renaissance Charter School	
Our World Neighborhood Charter School	

Growing Up Green Charter School II Application

Academy of the City	
VOICE Charter School	

**Programmatic Impact:** Growing Up Green has excellent relationships with its neighboring schools, businesses and organizations and anticipates nothing but positive impact from the new school. In fact, CSD 30 district schools are notoriously overcrowded, and GUGCS II should alleviate some of that pressure for seats. For example, CSD 30 elementary schools are operating at 107.3% of capacity. Class sizes in grades K-3 have increased by 21.5% since 2007 and are now far above the Contract for Excellence goals. Moreover, last spring CSD 30 had eight schools with families on waiting lists for kindergarten.

**Fiscal Impact:** At full capacity we expect our budget revenue to be on the order of approximately 0.025% of the New York City Department of Education Operating Budget. Consequently we do not believe our second school will have a significant fiscal impact on the DOE or even CSD 30. The current GUGCS enrolls students from numerous neighborhoods within CSD 30 as well as other neighborhoods outside the district, including District 24 (Corona, Glendale, Ridgewood, Elmhurst, Maspeth and Middle Village), District 25 (Flushing/College Point Area), and District 28 (Forest Hills/Rego Park Area and South Jamaica). As a result, it is unlikely the new school will have a disproportionate impact on the enrollment and finances of any one school in the area. The new school may attract families who otherwise would have sent their children to parochial or other private schools, but given the range of options for that type of school in this community, it is again unlikely that GUGCS II will impact any one private school in a significant manner.

<b>II. EDUCATIONAL PLAN</b>
-----------------------------

**A. Achievement Goals**

Growing Up Green’s achievement goals align to the five standards described in Section I.A.

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

1. GUGCS will meet the indicators for Benchmark 1: Student Performance in the Board of Regents Charter School Performance Framework, including growth and attainment for all tested subjects.
2. Each year, 75% of all students (Grades 1-5) who were enrolled at GUGCS for at least two consecutive BEDS dates, will perform at or above grade level on the NWEA MAP Reading test.
3. Each year, 75% of all tested students (Grades K-5) who have been enrolled in GUGCS for at least two consecutive BEDS dates will perform at or above grade level on the Fountas and Pinnell Benchmark Assessment System.
4. Each grade level of students (K-5) who remained in the school for the entire year will show at least 3 levels of growth on the Fountas & Pinnell Benchmark Assessment System between September and June of each school year.

5. Each year, the school will make Adequate Yearly Progress (AYP) in Math, ELA and Science and will be deemed in “Good Standing” on its NYSED Report Card.

<b>Standard #2</b>	<b>Rigorous and Responsive Educational Program/Environment</b>
<b>Expectation:</b>	<b>A quality educational program enables all students to achieve academically and socially, assuring high levels of rigorous curriculum delivery to all.</b>

1. Each year, the school will have an average daily student attendance rate of at least 93%.
2. Each year, 95% of all students enrolled on the last day of the school year will return the following school year.

<b>Standard #3</b>	<b>Responsible Governance and Management</b>
<b>Expectation:</b>	<b>Leadership furthers the school’s mission, program and goals and is strategic to ensure adequacy, alignment and coherence of actions.</b>

1. Each year, the school will comply with all applicable laws, rules, regulations and contract terms, including but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act.
2. Per the 2010 amendment to the Charter Schools Act, the school shall demonstrate good faith efforts to attract, retain, and meet or exceed enrollment and retention targets for students with disabilities, English language learners, and students who are eligible for the free and reduced price lunch program.

<b>Standard #4</b>	<b>Solid Foundation and Infrastructure</b>
<b>Expectation:</b>	<b>Resources are available and allocated towards delivering high level curricular content and achieving high levels of outcomes for all students</b>

1. Each year student enrollment will be at or within 15% below full enrollment as delineated in the charter. This will be measured each year by an analysis of student enrollment figures in ATS.
2. Each year, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.
3. Each year, the school will operate on a balanced budget and maintain a stable cash flow.

<b>Standard #5</b>	<b>Strong Culture and Supportive Relationships</b>
<b>Expectation:</b>	<b>Believing that children develop in the context of their families, culture and communities, the school will offer services that are family-centered and community-based to develop high social trust among the school community and culture of excellence.</b>

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

2. Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more of the teachers participate in the survey.
3. Each year, 85% of teachers whose contract was renewed at the end of the previous school year will return to teach at GUGCS II.

### **B. School Schedule and Calendar**

**Schedule:** See Attachment 3a. GUGCS II will follow the schedule of the original school with the school day running from 7:55 am to 3:15 pm. Breakfast will be available to all students beginning at 7:15 am, followed by a transition to classrooms and a daily morning meeting. Students will study literacy and mathematics every day, participate in a twice-weekly science lab, and have specials classes, such as Art, PE, Music and Spanish, throughout the week.

**Calendar:** See Attachment 3b. GUGCS operates with a slightly adjusted calendar from that of the Department of Education. The school year usually begins the week before Labor Day and runs through mid-June, providing students with 180 days of instruction. Teachers and administrators work together for ten days in August prior to the start of the school year. In addition, during the school year GUGCS II will have six early release days for students so that teachers can interpret data from recent Looking Forward, Looking Back (LFLB) internal assessments. The year is broken into trimester terms (marking periods ending in November, March and June) and report cards and narrative comments are provided to parents at the conclusion of each term.

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

**Curriculum:** GUGCS II will use the curriculum developed, tested and refined at the original school, which has led to demonstrable student growth. Our curriculum provides a new perspective on themes and topics through “Explore and Discover” projects where students gain a broader and deeper understanding of subjects by exploring them in different ways. All of the learning experiences throughout the curriculum are designed to encourage the growth of creativity and reflection. In addition, communications technology and new media are infused throughout the curriculum to add flexibility in representing knowledge and objects of learning.

- **Literacy:** GUGCS uses a combination of direct skills instruction and exploration-based projects to help students achieve their highest scholastic potential. For direct phonics instruction, GUGCS uses *Sounds in Motion* (Kindergarten), *Wilson Foundations*, and *Words Their Way* in Kindergarten through 5<sup>th</sup> grade. This phonics instruction equips readers with the fundamental tools to be successful. Children learn how to notice and use the letters and sound patterns they already know in order to decode and spell new words. Taking advantage of teachable phonics moments during other components of balanced literacy, teachers reinforce skills during shared reading and interactive writing. In the classroom, reading, writing and phonics are intertwined processes. Using a multi-sensory approach to teach phonics through letter-sounds and language rules, the goal of

direct phonics instruction is to teach students that most of the English language is predictable and logical if one understands the phonetic basis of the language and its spelling rules. In the early grades, students learn the sounds of the letters and various combinations of letters and vowel sounds using picture cues and repetition. The picture cues are used every day to practice writing and reciting letters and patterns to further familiarize students with the sight, sound, and form of the English language. As students compose sentences to practice using sounds, spelling rules and punctuation, students are taught the standard approach for handwriting strokes. Handwriting practice is reinforced throughout the lessons when writing letters, words, and sentences. Using multiple modalities to experience print, including multi-sensory approaches and investigations, students explore sounds and spelling patterns by searching around the room, collecting words, sorting words, and transferring words to a comprehensive word wall. By synthesizing direct and contextual experiences with print, the curriculum offers students a variety of ways to learn sounds and spelling patterns, thereby building their literacy skills in a differentiated manner.

These skills are put to great use within the reading curriculum, as it exposes students to a multitude of text genres, both fiction and non-fiction. GUGCS's reading curriculum is built on the premise that when students are reading at their appropriate reading level, they can best practice and master critical comprehension strategies. As comprehension skills strengthen and readers become more confident, they graduate to the next reading level, and are thereby continually challenged. A strong foundation in writing is a necessary companion for this strong foundation in reading. GUGCS utilizes a combination of Teachers College and *LitLife programs* to build a workshop-based balanced curriculum to teach students how to tell their stories, articulate their opinions, and present unbiased points-of-view with a clear and sincere voice.

- **Math:** For math instruction, GUGCS uses a combination of TERC investigations and the enVision math program, supplementing with resources from *Math in the City: Contexts for Learning*. Teachers support students' growing confidence and capabilities essential to becoming true problem solvers and mathematical thinkers. At GUGCS, mathematics—and the ability to articulate the reasoning behind it—is valued as an essential part of everyday life. Students investigate mathematical problems within meaningful “real life” contexts while learning to critically think, problem-solve and explain their thinking and strategies through symbolic representation and mathematical language. Students also frequently practice basic skills with the use of manipulatives, games, and paper and pencil practice. The goal of the mathematics program is to develop strong mathematical thinkers who are skilled in evaluating mathematical situations and solutions while confidently communicating their mathematical thinking.
- **Science:** Science is a powerful discipline and is as important as reading, writing and math at GUGCS. The Director of Curriculum oversees the planning and delivery of the science curriculum by dedicated K-5 science teachers. Science instruction includes both hands-on labs and classroom instructional Science. Classroom Science instruction follows a traditional model, but is done in tandem with at least weekly class visits to the

## Growing Up Green Charter School II Application

Science Lab. Additionally, each class has one period of “Green Living” instruction in their classroom per week. During this period, students continue their studies from their Green Ambassadors unit by planning and carrying out long-term projects to benefit the school and greater community. Science and classroom teachers collaborate to plan for this integrated learning time. In the Science Lab students learn through their experiences; they witness the very phenomenon being focused on in class. Science instruction emphasizes vocabulary and fluent usage of scientific language in keeping with the CCSS expectations of literacy across content areas.

- **Explore and Discover (ED) Time:** ED Time uses in an interdisciplinary, project-based curriculum, which provides rich context for skills learned in traditional lessons. During ED Time, students work on projects that incorporate skills from all subjects, while meeting NYS Social Studies standards. In keeping with the expectations of CCLS to infuse literacy standards across the curriculum, students utilize their reading, writing and conceptual math skills throughout the completion of the ED Time unit-based projects. ED Time is unique to GUGCS and is where many of the school’s “green” themes emerge. At GUGCS, being green means more than a respect for the environment and conscious conservationism—green principles are those of sustainability, of creating a lifestyle or community that does not exceed usage of anything it cannot be responsible for. Part of the role of the GUGCS’ ED Time Coordinator is to ensure that ED Time demonstrates the importance of community with small groups, class and school-wide shares, and projects built around NYS Social Studies Standards. With the understanding that children learn and succeed through multiple modalities, Social Studies standards delivered through ED Time instruction utilize an array of multi-media while SMART Boards and computers in all classrooms enhance the learning process by adding other methods of viewing curriculum materials.
- **Technology:** Technology Standards, including Engineering Design are integrated through Science, ELA, Math, Language, and ED Time, and are demonstrated through a process of performance indicators, each appropriately implemented by grade level. To ensure that students grasp each standard, teaching and learning are done through individual and group activities. Individual assignments and projects are used to gauge student understanding, and are reinforced through group applications.

Below are the major curricula programs used at GUGCS that would also be used at the new school:

Content Area	Name of Curriculum	Skills Addressed
Literacy	Wilson Foundations, Words Their Way, Sounds in Motion	Phonics
Literacy	Teacher's College Reading and Writing Workshop, Lit Life, Read180	Reading and Writing
Literacy	Fountas and Pinnell, Reading A to Z, Raz Kids	Supplement Specific Skills
Math	enVision Mathematics, TERC	All math skills
Math	Math in the City- Contexts for Learning	Supplement Specific Skills

## Growing Up Green Charter School II Application

Math	Marilyn Burns Library	Supplement Specific Skills
Science	FOSS Science Explorations	Science Experiments
Science	Scott Foresman	Science Content Knowledge
Social Studies	Scott Foresman	Social Studies Content Knowledge
Social Studies	Pearson	Maps, Graphs, and Charts

GUGCS II teachers will have access to all pacing calendars, units and lessons developed at the original school and will participate in shared, common professional development around curriculum planning.

**Pedagogy:** The GUGCS pedagogy has two dimensions: direct instruction and exploration. Math, literacy, and science skills are delivered through standard, rigorous curricula by classroom teachers. The “Explore and Discover” time is used to execute more open-ended student projects that emphasize discovery and interdisciplinary connections.

The instructional culture at GUGCS is a constructivist, holistic, child-centered one. In both the academic blocks and project-based explorations, expectations are developmentally appropriate for grade levels. Academic work blocks are led by classroom teachers mainly through mini-lessons followed by differentiated practice time and conferencing in small groups or individually. Through these constructivist methods, teachers encourage students to make connections on their own and avoid rote responses thereby fostering higher order thinking skills.

GUGCS teachers differentiate ED Time instruction by offering many hands-on, multi-sensory activities within each topic and lesson. Students at all levels have access to the expectations, language, and academic demands of each lesson. For example, in grades K-1, the social studies curriculum centers on the study of the family, neighborhood, school, and community. To differentiate learning, students are expected to express their knowledge of the subject matter through cooking activities related to students’ family and culture, field trips to local businesses in the neighborhood, and experiential interactions with members and workers in the surrounding community. Along with the technology, field trips, and project-based curricula, students read, write, and complete math units that can be integrated with the ED Time curriculum. For upper grades, students with different strengths and challenges are successful in ED Time because the materials used are consistently hands-on and visual.

### **D. Assessment System**

The primary assessment tool at GUGCS is our six week assessment system that we named “Looking Forward, Looking Back.” Every six weeks all students at GUGCS take a LFLB assessment, for a total of five times throughout the year. These school-developed tests are developmentally appropriate to specific grade level exit standards. Tests follow a format similar to a NYS standardized test in grades 2-5, using multiple choice, short answer, and extended response. This familiarizes students with state test formats and develops their confidence and stamina for such tests. In kindergarten and 1<sup>st</sup> Grade, tests involve other means of developmentally appropriate expression, such as using math manipulatives, written responses, and interview based questions. All grades and subjects test at the exact same time to promote the importance of the assessments and to emphasize school-wide high premium on academic rigor. In grades 3-5 testing takes place over two days. One day is dedicated for

## Growing Up Green Charter School II Application

English Language Arts, while the other for Mathematics. The data collected from these tests is analyzed quickly so results can be implemented thoughtfully and immediately into classrooms, addressing both specific needs of individual children and larger trends throughout a class or grade.

The LFLB assessments are written by the Assessment Department, with oversight from the Director of Curriculum, Math Coordinators, Directors of Upper School and Lower School Instruction and input from grade teams. The assessments are distributed to instructional staff six weeks prior to implementation and planned using the backwards design model; first by taking grade-specific NYS common core standards and plotting them on a pacing calendar for the school year. The pacing calendar serves to generate the order of skills tested on each of the five six-week assessments. It is important to note that the skills tested are dictated by NYS grade level exit standards and not by the curricular scope and sequence. Through data analysis of LFLB results, GUGCS staff is able to see which skills the curricula are addressing and which ones need to be supplemented. Appropriate changes and decisions about re-teaching and small group instruction are made immediately so that the data collected is tangibly useful for both the teachers and the students.

Following each LFLB assessment administration is a prescheduled professional development opportunity for staff. Grade teams use this PD time to break down data to see what standards need to be re-taught, and together with administrators look at LFLB data, determining what standards are being addressed by the curriculum and which ones the students are failing to meet. From the data, grade teams can immediately choose which skills to re-teach and how to appropriately group students for enrichment. In addition, school academic leaders review the results of each LFLB cycle to identify strengths and weaknesses across individual classes and grades and target specific support to teachers and refine professional development plans to meet their needs. The data is also disaggregated by student characteristic, such as IEP and ELL status, to see how those subgroups performed and to aide in evaluating our programs for at-risk students.

GUGCS designates 75% proficiency as mastery, which applies to both classes and individual students. If less than 75% of a class does not meet a skill standard, then that skill must be re-taught.

A teacher can determine mastery through both formal assessments and daily informal assessments such as observations or class work. In the event that the class achieves beyond the mastery average of 75% but a particular student fails to meet the standard, the teacher re-teaches the necessary skills during workshop times and small group instruction. Teachers revise their current units, pull small groups, focus guided reading and/or math groups on a re-teaching topic, and use flex days between units to ensure that all necessary areas have been brought to mastery before proceeding.

Students who fail to achieve mastery on a consistent basis -- even after individual re-teaching -- are discussed at Successful Student Committee (SSC) meetings with special education team members to develop further instructional strategies. Additionally, GUGCS ascertains the validity and reliability of LFLB data by comparison with other student progress metrics in place (i.e. performance on annual National Norm assessments and New York State Exams)

## Growing Up Green Charter School II Application

GUGCS ascertains the validity and reliability of the LFLB process through student progress and achievement on other standardized assessments. For example, students in kindergarten through 5<sup>th</sup> grade also take an annual national norm standards-based assessment and students in 3<sup>rd</sup> grade and up take state tests. The LFLB assessments have proven to be excellent predictors of student performance on state tests.

GUGCS uses curricular indicators as well as the LFLB assessments to monitor student achievement. Grades K-5 have regular unit assessments through EnVision, and TERC and Running Record reading level evaluations through Fountas & Pinnell Benchmark Assessments. Running Record evaluations are completed every 6 weeks in Kindergarten through 2<sup>nd</sup> grade. Reading and Writing portfolios are developed in all six grades, with periodic evaluation of student work using rubrics, as well as daily shares, and frequent celebrations of projects, such as publishing parties and science fairs.

The final component of the GUGCS assessment plan is a student portfolio. Each year students are responsible for the cultivation of a personal portfolio of work that includes samples from all academic areas. The contents of each grade's portfolio are specific to the developmentally appropriate progress planned from the start of a given year to its completion. Students have a list, shared with families, of pieces required in their portfolio. Students with consistent attendance and participation in class will complete their portfolio as part of their class work. Students who fall behind due to insufficient attendance, however, must dedicate extra time, either at home or at school, to fulfill their grade specific requirements. The first and last parent conference of each year will serve as an introduction and reflection of the student's portfolio.

**Table of Assessments**

<b>Assessment Name</b>	<b>Grades</b>	<b>Description</b>
Unit Assessments	K to 5	Curricular Unit Assessments, based on the scope and sequence of each GUGCS purchased curriculum.
Six Week Assessments	K to 5	Grade specific assessments based on NYS exit standards for each year. Also serve as predictors for performance on the NYS ELA and Math tests.
NYS ELA and Math Assessments	3 to 5	NYS administered state wide exam. Given one time per year.
NYS Science Assessments	4	NYS administered state wide exam. Given one time per year.
Fountas and Pinnell	K to 5	Running record style reading assessment and growth measure. In grades K and 1, students are assessed every 6 weeks while in grades 2-5 students are assessed formally three times a year.
National Norm Assessment (FastBridge)	K to 5	A computer adaptive test administered each spring to determine each student's levels in English Language Arts, and Mathematics. It also measures grade wide and school growth from year to year.
Student Portfolios	K to 5	Summative collection of student work through the year. Requirements are developmentally appropriate by grade

## Growing Up Green Charter School II Application

		level. This is a 'soft' assessment and is graded pass/fail at the end of each school year.
--	--	--

GUGCS will also administer all assessments that are required by New York State, including

- New York State ELA and Math tests for all students in grades 3-5
- New York State Science tests for all students in grade 4
- New York State Alternate Assessment for eligible students
- New York State Identification Test for English Language Learners (NYSITELL) for potential LEP students identified by home language survey
- New York English as a Second Language Achievement Test (NYSESLAT) for all designated ELL students

Student data will be stored in OnCourse for teachers and administrators to review and each child’s profile will be updated on a monthly basis. Administrators use this data to identify academic and behavior trends and map out strategies to address them, including resource allocation, professional development, and coaching. In addition to the use of assessment data by administrators and teachers described above, the board will also receive performance data regularly to ensure the school is on track. They receive aggregate results from all of our testing in reports presented by school leadership at board meetings. This allows them to see whether the school is on track to meeting its goals based on performance on state tests.

### **E. Performance, Promotion, and Graduation Standards**

**Promotion Policy:** Below is a list of requirements that determine promotion criteria for students to advance to the next grade level. If a student is at risk of retention, families will receive a “Promotion in Doubt” letter at Family Conferences in November and/or March:

	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
<b>Academic:</b>	Reading Level of D or above	Reading Level of J or above	Reading Level of N or above
	Meets GUGCS’ curriculum grade level standards in class work and as determined by the results of the six-week assessments in Literacy and Math with a benchmark of 75% on both tests and proficient classwork in ED Time.	Meets GUGCS’ curriculum grade level standards in class work and as determined by the results of the six-week assessments in Literacy and Math with a benchmark of 75% on both tests and proficient classwork in ED Time.	Meets GUGCS’ curriculum grade level standards in class work and as determined by the results of the six-week assessments in Literacy and Math with a benchmark of 75% on both tests and proficient classwork in ED Time.
<b>Social/ Emotional:</b>	Meets social development standards as determined by teacher anecdotal records:  • Follows classroom and school rules appropriately. • Makes age appropriate decisions. • Forms age appropriate relationships.	Meets social development standards as determined by teacher anecdotal records:  • Follows classroom and school rules appropriately. • Makes age appropriate decisions. • Forms age appropriate relationships.	Meets social development standards as determined by teacher anecdotal records:  • Follows classroom and school rules appropriately. • Makes age appropriate decisions. • Forms age appropriate relationships.
<b>Attendance:</b>	Maintains 90% or higher	Maintains 90% or higher	Maintains 90% or higher

## Growing Up Green Charter School II Application

	attendance <b>(please note, this is the minimum criteria for promotion purposes, the school expects a minimum 95% attendance rate.)</b>	attendance <b>(please note, this is the minimum criteria for promotion purposes, the school expects a minimum 95% attendance rate.)</b>	attendance <b>(please note, this is the minimum criteria for promotion purposes, the school expects a minimum 95% attendance rate.)</b>
<b>SSC</b>	All at-risk students have been brought to Successful Student Committee and appropriate interventions and strategies have been attempted.		
<b>Grades 3-5</b>			
<b>Academic:</b>	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Grade: Reading Level of Q or above</li> <li>• 4<sup>th</sup> Grade: Reading Level of T or above</li> <li>• 5<sup>th</sup> Grade: Reading Level of V or above</li> <li>• Student must pass all End-of-Grade assessments in Reading and Math, including NYS Exams (see below).</li> <li>• Meets GUGCS' curriculum grade level standards in class work and as determined by the results of the six-week assessments in Literacy and Math with a benchmark of 75% in all three tests.</li> </ul>		
<b>Social/ Emotional:</b>	Meets social development standards as determined by teacher anecdotal records: <ul style="list-style-type: none"> <li>• Follows classroom and school rules appropriately.</li> <li>• Makes age appropriate decisions.</li> <li>• Forms age appropriate relationships.</li> </ul>		
<b>Attendance:</b>	Maintains 90% or higher attendance <b>(please note, this is the minimum criteria for promotion purposes, the school expects a minimum 95% attendance rate.)</b>		
<b>SSC</b>	All at-risk students have been brought to Successful Student Committee and appropriate interventions and strategies have been attempted.		

The school leader makes final decisions on all promotions and retentions, and can, in specific situations, make exceptions to the protocol above if s/he deems fit. A student is considered Promotion in Doubt if he or she is not meeting at least 2 out of the 3 following criteria: GUGCS' curriculum grade level standards (determined by formal and informal assessments, classwork, and homework), maintaining 90% or higher attendance, and appropriate social development standards as determined by teacher anecdotal records. Teachers will meet with the family to discuss the student's lack of academic progress within interventions and discuss further supports. Families of students performing below grade-level and receiving support and interventions shall receive an update of the child's level of achievement. At this time, the referral process for Special Education Services may be discussed.

At the end of the school year, parents may voice their preference about their child's promotion; however, students may not be retained or promoted by request of the parent, and may not be retained more than once. All final decisions regarding promotion are made by the administration, in consultation with the child's teacher. A final decision will be made about a child's promotion by mid-June. GUGCS will not evaluate children at the end of the summer in order to determine promotion.

### Sample Promotion/Exit Standards:

#### English Language Arts:

<b>2<sup>nd</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<ul style="list-style-type: none"> <li>• Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul>

## Growing Up Green Charter School II Application

<ul style="list-style-type: none"> <li>• Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>• Describe how characters in a story respond to major events and challenges.</li> <li>• Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>• Compare and contrast two or more versions of the same story by different authors or from different cultures.</li> <li>• Make connections between self, text, and the world around them (text, media, social interaction).</li> <li>• Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> <li>• Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>• Read grade-level text with purpose and understanding.</li> <li>• Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</li> <li>• Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</li> <li>• Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</li> <li>• Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> <li>• Recognize and describe how an author’s background and culture affect his or her perspective.</li> <li>• Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</li> <li>• Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> <li>• Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> <li>• Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>• Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> </ul>
--	--

### Mathematics:

<b>2<sup>nd</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<ul style="list-style-type: none"> <li>• Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).</li> <li>• Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition</li> </ul>	<ul style="list-style-type: none"> <li>• Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by</li> </ul>

## Growing Up Green Charter School II Application

<p>and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.</p> <ul style="list-style-type: none"> <li>• Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.</li> <li>• Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.</li> </ul>	<p>unit fractions.)</p> <ul style="list-style-type: none"> <li>• Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.</li> <li>• Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.</li> </ul>
---	---

### Science:

<b>2<sup>nd</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<ul style="list-style-type: none"> <li>• Observe and describe properties of materials, using appropriate tools.</li> <li>• Describe chemical and physical changes, including changes in states of matter.</li> <li>• Describe the relationship among air, water, and land on Earth.</li> <li>• Describe the characteristics of and variations between living and nonliving things.</li> <li>• Describe how the structures of plants and animals complement the environment of the plant or animal</li> <li>• Describe the major stages in the life cycles of selected plants and animals.</li> <li>• Describe the factors that help promote good health and growth in humans.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy.</li> <li>• Describe patterns of daily, monthly, and seasonal changes in their environment.</li> <li>• Describe the effects of common forces (pushes and pulls) of objects, such as those caused by gravity, magnetism, and mechanical forces.</li> <li>• Recognize that traits of living things are both inherited and acquired or learned.</li> <li>• Describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises</li> <li>• Describe the relationship of the Sun as an energy</li> </ul>

<ul style="list-style-type: none"> <li>Describe how plants and animals, including humans, depend upon each other and the nonliving environment</li> </ul>	<p>source for living and nonliving cycles.</p>
---	--

**F. School Culture and Climate**

GUGCS is proud of the safe, warm and inclusive school culture it has created and plans to replicate this environment at the second school.

**Green Principles:** As our school name suggests, promoting a green culture and an understanding of sustainability are important components of our school’s mission. First and foremost, “green” is a mindset. It is an internalization of sustainability, where people are responsible for what they consume and the waste produced. It is an awareness of where goods and products come from, with an emphasis on local, organic production.

Our school incorporates components of Green Living throughout our academic curriculum and school practices. Read-alouds and writing projects often focus on tenants of responsibility within a community. In classrooms, resources and supplies are shared so that students learn empathy and the value of working in groups. Individual needs are stressed, because in order to be a contributing member of a community, students need to first take care of themselves. In addition, morning meeting, snack, class meetings, school wide functions, and ED time all demonstrate a holistically “green” approach to living and this approach is seen in practice in many other ways at our school:

- Greenery (plants, gardens);
- Composting in every classroom;
- Reusing household objects for classroom use.
- Non-toxic paints for student use and on walls;
- Recycled student materials (crayons, paper, pencils, etc.)
- Organic cotton student uniforms;
- Recycled and re-used classroom furniture;
- Recycled office supplies
- Toner-less copy machine
- Energy efficient lighting and appliances;
- Low energy behaviors (turning off lights, computers, etc.);
- Responsible school waste policy (recycling, composting, etc.);
- Offering a GREEN Room where families can donate recyclable materials to be repurposed and reused in classrooms.

As students and staff internalize these values and develop a green approach to living and learning, they carry green practices into their homes and neighborhoods.

These principles guide the social curriculum of GUGCS. Morning meeting, snack, class meetings, school wide functions, Science, ED Time and Social Studies all embody a “green” and holistic approach to living. There are also many physical aspects of GUGCS that are “green” – from reusable materials used in art class to shared reusable snack materials and student water

bottles. Teachers are well versed and aware of sustainability principles and often use them to guide class discussions.

**School Culture:** In addition to fostering a school culture that promotes green principles, GUGCS teaches students character development through the acronym **GREEN**:

- **G**iving Back (Giving back to others and our community),
- **R**espect (Respect adults, friends and the community),
- **E**mbrace (Embrace differences of those around you),
- **E**mpower (Empower yourself to make good choices),
- **N**urture (Nurture those around you with kindness).

These principles guide the social curriculum of Growing Up Green Charter School and teachers are well versed in these character traits. We believe in the importance of highlighting GREEN behavior within our school and encouraging our students to aspire to meet the core GREEN values every day. Throughout the school grades focus on their core value by developing and implementing classroom and grade-wide projects around these core values. We teach how these core values can be applied to a student's actions towards the school, friends, adults, community, and the environment.

The GREEN core behaviors are encouraged within our school community and celebrated. GREEN Leaves are used to recognize classes who are exemplifying our behavior expectations. A class can receive a GREEN Leaf at any point in the day from any adult in the building. The Leaf acknowledges the behavior the class demonstrated and is recorded on a GREEN Leaf for the class to display on their class tree in the hallway. Classes that receive GREEN Leaves are acknowledged every morning during school-wide morning announcements.

GUGCS further enriches our school culture by having each grade host a monthly schoolwide assembly throughout the year. Classes are able to work together to create an assembly that highlights activities or projects they are working on in their classrooms around their core value. We strengthen our school community through these assemblies and provide an opportunity for our students to learn from each other.

**Social Emotional Development:** Responsive Classroom is a fundamental and centralizing force within our school community, and all students and staff are immersed in and purport its tenets during all aspects of the school day. At the core of Responsive Classroom is the belief that children learn best when attention is paid to building their social and emotional competencies. GUGCS' school-wide Responsive Classroom approach in the elementary school has established both the framework for creating an environment that supports our children's social and emotional growth and empowers them to be active participants in their own learning and the learning of their peers as well as a common language used by all adults in the school community. It accomplishes this reliably positive environment by creating a classroom and school-wide culture grounded in routines and universal expectations. For example, the day always begins with a Morning Meeting in all classrooms which uses a community-building tool aligned with the Responsive Classroom principles. The four components of Morning Meeting are greeting, activity, share, and news/announcements. Morning meeting is an excellent way to

build community in classrooms and school-wide, to informally assess skills in student games and activities, and to gauge the emotional state of the class before the academic day begins.

**Staffing:** GUGCS II will have a Dean of Students and a full-time school counselor beginning in Year 1 of operation; they will both report to the Director of Counseling. Beginning in Year 3 another Dean of Students and school counselor will join the staff to focus on grades 3-5. The Dean of Students will work with faculty on implementing Responsive Classroom behavior management and handle discipline issues that require removing students temporarily from classrooms to reflect on behaviors. The school counselors will provide counseling mandated by IEPs and support other students with social emotional issues, including referrals for them and their families to external mental health resources.

**Discipline Policy:** All Growing Up Green Students are expected to follow school rules and expectations. We have supports in place for students who may have difficulty following expectations and we layer interventions to help students take responsibility for their own actions. We enforce logical consequences in place for students who are unable to follow school rules and expectations. Logical consequences for actions may include students being asked to clean up a mess they made, fix something they broke, write an apology note to a classmate or teacher, etc. Teachers use effective positive strategies such as Take a Break or Take a Break in a Buddy Classroom as the first layer of support if a child is not able to follow directions in the classroom. If Take a Break or a Take a Break in a Buddy Classroom are unsuccessful positive interventions for helping a student fix behavior or reflect on their actions, then students are given a Pink Slip. Pink Slips are given automatically if a student is acting unsafe or in a harmful way. Teachers fill out pink slips by checking off the behavior or incident that occurred and sending the student with the pink slip to the Dean of Student's office. The pink slips have a list of yellow and red offenses, based on severity. Students are asked to fill out a reflection sheet and answer questions such as, "What happened?", "How were you feeling at the time?", and "What choice could you make differently next time?". Developmentally appropriate reflection sheets have been created for upper-level and lower-level students.

For yellow offenses, students discuss their choices with the Dean of Students and complete their logical consequence tied to their offense. Logical consequences for each offense are consistent across all grades. When the students are calm and ready to learn again they are sent back to class. The teacher or staff member who completed the student's pink slip will call home to notify the student's parents of the pink slip and logical consequences for actions. If a child receives more than five pink slips for yellow offenses then the Dean of Students will contact the student's parents and arrange for a parent meeting to discuss the child's behavior in more detail.

Red offenses are considered more serious offenses. A child will still complete a reflection sheet for red offenses; however, the Dean of Students will contact the student's parents immediately and a parent meeting will have to be set-up to discuss the student's actions and logical consequence. If a child receives three or more Pink Slips for red offenses the Dean of Students will consult with Counseling Department to develop and implement appropriate behavioral interventions and supports for the student.

Depending on the severity or frequency of the Pink Slips, students may have reflection time during recess, may be excluded from field trips or special events, or may receive in-school or out-of-school suspensions. Our goal is always to keep children safe and learning to the best of their ability. Pink slips are sent home to families with the expectation that they will review it with their child. We believe family school communication is essential to the success of our students. At any time during the year families may request a conference call or meeting with the Dean of Students, School Leader, or other GUGCS staff and administrators.

**G. *Special Student Populations and Support Services***

GUGCS was developed to recruit and serve a diverse student population, including students academically at risk, and has been notably effective in educating a range of learners. For example, GUGCS currently has a special education population of approximately 17% of its student body, which is just above our district target enrollment of 13%. Students receiving English Language Learners (ELL) support is approximately 16% of the student body and continues to climb. There has been success in recruiting and retaining students with disabilities as well as students speaking a home language other than English due to comprehensive programming that meets their needs both within the classroom and given additional out of classroom support. Our retention for students with disabilities is currently at 80% while our retention for English Language Learners exceeds 90%.

**Special Education Programming:** At GUGCS, we believe strongly in inclusive education and aim, to the extent possible, to meet the needs of our students within the general education classroom. In this way, students are encouraged to recognize and embrace each other's differences as well as participate in cooperative learning opportunities where they can use their own strengths and learn from one another. GUGCS has developed a range of special education programming that provides a variety of support levels for students, including one Integrated Co-Teaching (ICT) class per grade in our elementary school. In these classes, students with IEPs learn alongside their general education peers given the support of both a general education teacher and special education teacher, which allows for greater small group work and individualized attention. Additionally, GUGCS currently employs four learning specialists who provide Special Education Teacher Support Services (SETSS) for students who are mandated for intensive small group instruction on key foundational skills in ELA and math by a certified special education teacher. These programmatic elements will be replicated at the new school when it reaches capacity (and assuming similar student demographics, which may require fewer or more support staff).

Collaboration is key in order to support our struggling learners, particularly between the members of the Support Services Department. GUGCS provides opportunities for peer collaboration within support services, such as structured monthly peer observation and debriefs, allowing teachers to reflect on their practices and share ideas with one another. Peer observations are also encouraged between learning specialists and ICT teachers, so that instruction can be aligned and reinforced between the classroom and out of classroom settings.

## Growing Up Green Charter School II Application

- **Director of Support Services:** ensures the delivery of high-quality special education services and compliance with special education regulations for all students with IEPs and coordinates with the Committee on Special Education (CSE) to facilitate IEP meetings while also providing instructional coaching to a team of learning specialists and intervention teachers
- **IEP Coordinator:** works closely with the Director of Support Services to support the IEP development process, provide instructional coaching and ongoing professional development, and facilitate the RtI process through the implementation of the Successful Student Committee (SSC).
- **Learning Specialists:** certified special education teachers who provide intensive instruction in small groups for students mandated for SETSS in ELA and/or math and collaborate with classroom teachers to differentiate instruction and monitor student progress. GUGCS II will open with at least one learning specialist, growing as needed in order to meet the needs of the student population.
- **Intervention Teachers:** highly experienced teachers who provide targeted support to struggling students through the execution of individualized intervention plans, which include specific goals and progress monitoring.
- **School Counselors:** licensed school counselors who provide counseling services to mandated and at-risk students to help address social, emotional, and behavioral needs.
- **ELL Teachers:** experts in English as a Second Language who help ELL students at various levels of proficiency to develop their literacy skills. GUGCS II will employ one ELL Teacher in Years 1 and 2, adding additional ELL teachers as needed.

**Specialized Curricula:** The support services department utilizes a variety of research-based reading programs, including: Wilson Reading System, Foundations, F&P Leveled Literacy Intervention, and Lindamood Bell Visualizing & Verbalizing as well as Seeing Stars. Students requiring math support may receive instruction using the principles of Stern Mathematics to build their foundational skills and number sense. Additionally, GUG has begun implementation of Read 180 in 4<sup>th</sup> – 7<sup>th</sup> grade for select students who need additional support in the areas of reading comprehension, vocabulary, and basic writing skills. When designing their lesson plans, learning specialists and intervention teachers have the flexibility to adapt these and additional programs to best meet the needs of their specific learners. During department meetings, staff members are able to share best practices with one another and turn-key information from recently attended workshops in order to stay current in the field of special education and establish a climate of life-long learning among our educators.

**Related Services:** GUGCS works with various agencies and therapists in order to provide students with related services including speech and language therapy, occupational therapy, physical therapy, and hearing & audiology services. The Director of Support Services and IEP Coordinator work closely with these therapists to ensure they are working towards student goals, communicating with classroom teachers, and sharing student progress with families on a regular basis.

**Response to Intervention (Rti):** Through the use of regular formal assessments, GUGCS collects data on students school-wide, which is one way we quickly identify children who are falling behind and may require additional learning support. GUGCS has intervention teachers who are able to provide small group instruction to these at-risk students within 6-week intervention cycles.

Additionally, the “Successful Student Committee” (SSC), comprised of the Director of Support Services, IEP Coordinator, Directors of Instruction, Intervention Teachers, Learning Specialists, ELL Specialists, and Counseling staff, works to carry out the Rti model through a case-study approach. Teachers are able to refer students of concern to SSC, then the team convenes to discuss the particular students’ needs, identify a targeted learning goal, and brainstorm a variety of differentiation strategies or interventions. SSC provides struggling learners with interventions at increasing levels of intensity and closely monitors and documents progress to assess the students’ rate of academic growth. The process uses a multi-tiered approach:

- **Tier 1:** Students receive differentiated instruction and extra support within the classroom environment, where progress is monitored weekly by their classroom teachers.
- **Tier 2:** Students receive small group instructional support (push-in or pull-out) from an intervention teacher, where progress is documented on a weekly basis.
- **Tier 3:** Students receive small group or individualized support from a special-education certified learning specialist on an at-risk basis. Students who continue to require this level of support over a period of time may be considered for an evaluation for special education services.

At the initial Tier 1 SSC meeting, the classroom teacher reviews the student referral in order to describe a student’s current academic functioning across subject areas, as well as their classroom work habits and social-emotional functioning. Then, following a structured meeting protocol, all team members have an opportunity to ask a clarifying or probing question in order to gain more information about the student’s performance or what strategies may already have been attempted in the classroom. Lastly, all team members are responsible for sharing at least one strategy or suggestion that may be implemented in the classroom. The plan, including one or more learning goals, is documented and shared with the team. Classroom teachers are responsible for documenting weekly progress notes based on the strategies they will be implementing. For students requiring social-emotional support, the counseling team may provide behavioral strategies for classroom implementation. If the student does not demonstrate progress within Tier I after 4-6 weeks, SSC will reconvene for a Tier 2 meeting.

At a Tier 2 SSC meeting, the team will reconvene to review student progress and determine whether the student is eligible to receive “formal” intervention support. The intervention teachers will discuss an appropriate intervention group and may revise the student’s learning goals along with the classroom teacher. The team will also establish the method, frequency, and duration of intervention (push-in or pull-out, number of times per week, number of weeks per intervention cycle), outline the instructional plan, and design baseline and final assessments.

Finally, a follow up SSC meeting is scheduled in order to evaluate the effectiveness of the student intervention and determine next steps. At this meeting, the team analyzes collected data, observations, and work samples to determine whether to terminate the intervention, continue and/or modify the existing intervention, or whether the student requires more intensive/specialized instruction—a step that may be simultaneous with a referral for a special education evaluation (Tier III). Students are only referred for an evaluation to determine eligibility for special education services after interventions have been tried and documented, and when there is sufficient clear and measurable data showing the student has proved “un-responsive” to research-based interventions or continues to require long-term instructional support beyond what can be provided within the classroom.

Teacher referrals to SSC are made in advance and shared with the team so that members have an opportunity to review data and observe the child before the meeting. SSC intervention plans are also shared with the team electronically so that multiple teachers are able to access and add information about student progress. Lastly, any student considered “promotion in doubt” at GUGCS must be referred to SSC in advance so that the school has a plan in place for that struggling student. Parents are also informed throughout the SSC process and are provided with information outlining their child’s learning goals, along with strategies that they may be able to try at home to support their learning.

**Special Education Referrals:** If a student is being considered for special education services, GUGCS recognizes that the Committee on Special Education (CSE) has the sole authority to determine whether a student will be classified with a disability, will be eligible for special education services, and to create an individualized education program (IEP) for that student. GUGCS has a strong relationship with the local CSE, which has a solid understanding of the programmatic opportunities and resources available at GUGCS. The Special Education team works closely with the CSE to review and modify IEPs so students can fully participate in the least restrictive environment suitable to their needs.

**Special Education Staffing:** The Director of Support Services will oversee special education programming at both GUGCS schools. In year one, GUGCS II will employ an IEP Coordinator, who will manage the daily special education needs at the school, as well as one Learning Specialist, certified in special education, who will deliver SETSS instruction. In each subsequent year, an additional Learning Specialist will be added to the staff in order to meet the needs of students mandated for academic support, until a maximum of four learning specialists is reached in K-5 (assuming similar demographic needs).

**English Language Learners:** Teachers at GUGCS employ sheltered instruction, also referred to as SDAIE (Specially Designed Academic Instruction in English), in support of ELL students in the classroom or in small group instruction outside of the classroom. Sheltered instruction is a teaching style founded on the concept of providing meaningful instruction in the content areas for transitioning ELLs towards higher academic achievement while they reach English fluency. Sheltered instruction is a strategy that is effective within a variety of program models, including team-teaching and pull-out. Content instruction is provided in English with sheltered English instructional methods to make content comprehensible. ESL program research indicates successful performance on ELA assessments is based on the development of both oral

proficiency and cognitive academic language proficiency, which includes the language skills required for literacy and complex thinking, such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. We expect that general education teachers will incorporate sheltered instructional techniques into their own instruction to further differentiate instruction not just for ELLs but also for other students who are also struggling with language development. GUGCS expects that as ELLs progress in the elementary school, they will achieve the required proficiency in English to be declassified from ELL status by the time they begin middle school.

In order to ensure that the ELL program is achieving the desired results (students are both making progress in the acquisition of the English language and making progress academically), an annual evaluation will occur. In order to determine if any programmatic modification are necessary, the School will evaluate the progress of its ELL students on standardized assessments and non-standardized assessments against that of the non-ELL students. The School also will track students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified ELL and non-ELL students as measured by standardized assessments and non-standardized assessments. The school will also track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur.

**Academically Advanced or Gifted:** The way GUGCS has organized its academic program provides advanced students with opportunities for learning and enrichment within the core program, i.e., GUGCS does not offer separate “talented and gifted” classes. Effective differentiation within the general education classroom provides opportunities for students to engage with text at their reading level, appropriate pacing to maintain challenge and engagement, and extension activities that further their conceptual understanding. ED Time is the primary place students get to explore their interests and participate in hand-on projects that allow their various skills to be used. GUGCS promotes authentic projects that allow students to demonstrate mastery in many ways, giving advanced students frequent opportunities to research and present their knowledge and understanding.

### III. ORGANIZATIONAL AND FISCAL PLAN

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

Having considered carefully the capacity of the board and staff as well as the resources necessary to replicate, the current GUGCS board green lighted the development of this proposal for Growing Up Green Charter School II and plans to serve as the governing body of the new school. Many members of the current Growing Up Green Charter School instructional leadership, operations and finance teams have been involved in the planning process and community outreach. In addition, because the current school is authorized by the New York City Department of the Education, the applicant group retained a consultant, Simeon Stolzberg, to assist in drafting this application in line with the State Education Department’s requirements.

Please see board and management sections below for more detailed information regarding the background and experience of the school leaders and board members who comprise our

applicant group. Most of the applicant group has been involved with GUGCS since its inception and will support the start-up and ongoing operation of the new school.

**B. Board of Trustees and Governance-**

**Board of Trustees and Governance**

**One Board, Multiple Schools:** GUGCS is currently governed by a Board of Trustees (the “Board”) with five (5) voting members (the “Trustees”) and a non-voting parent representative. This is an experienced, tested board that has seen the original GUGCS school through renewal, expansion to a middle school, and development of multiple private facilities. The Trustees have a broad set of skills with which to govern the school, including deep knowledge of education, finance, and law.

- **Jeff Mueller (Chair):** Jeff began his professional career as a New York City prosecutor, where he investigated and prosecuted crimes involving fraud, corruption, narcotics, violence, murder and others. Following this, he was the Chief Operating Officer of an international investigative firm, before founding Granite Intelligence. Jeff frequently speaks and writes on topics including corporate fraud, complex litigation investigations, international due diligence and others. In addition, Jeff has served as an adjunct professor at John Jay College of Criminal Justice, teaching “Courtroom Communication,” a curriculum involving the use of strategic planning and persuasive presentation in the law. Jeff is a graduate of Denison University and received his Juris Doctorate from Case Western Reserve University School of Law.
- **Kurt Shuman (Secretary):** Kurt current owns and operates a CrossFit Gym, CrossFit Ex Novo, in Princeton, NJ. Prior to this Kurt worked for a small consultancy firm, Strang Hayes Consulting, as a finance manager before joining HSBC’s investment banking analyst program in 2002. At the conclusion of the analyst program, Kurt joined Macquarie Capital and worked there for over 10 years, reaching the position of Senior Vice President. Kurt graduated from the Pennsylvania State University in 1997 with a Bachelor’s of Science degree in Finance and International Business. In 2000, Kurt graduated from Oxford University with a Master’s of Science degree in Management & Industrial Relations.
- **Reid Chase (Treasurer):** Reid is an entrepreneur who has owned and operated his own business for over 20 years. He is currently the President/Owner of Cane Simple Liquid Sugar. Reid has a Bachelors degree in Business administration from The George Washington University.
- **Kate Hooker (Member):** Kate Hooker is a lawyer and writer. She started out as a litigator at Cadwalader, Wickersham & Taft, but has most recently practiced in-house corporate law at Bloomberg LP. She holds an undergraduate degree in English from Duke University and a J.D. from the New York University School of Law.
- **Kyla Kupferstein Torres (Member):** Kyla is the Director of Admissions and Outreach at the Hunter College Campus Schools and an educational consultant. In addition to her career in schools, she has provided training and program development services to non-

## Growing Up Green Charter School II Application

profit programs serving students traditionally underrepresented in colleges and universities. She has worked extensively with the Partnership for After School Education, serving agencies and schools all over New York City. She has held counseling and college advising positions at some of the nation's most prestigious schools, including Phillips Academy Andover, The Brearley School, and Berkeley Carroll School. She holds a B.A. from Vassar College and a Master's in Education from the Harvard Graduate School of Education.

This Board has successfully provided oversight and support to the leadership of GUGCS and proposes to provide the same high level of oversight and support for the new school ("GUGCS II" or the "Proposed School"). The Board for the Proposed School would seat a minimum of five (5) board members and maximum of nine (9) members- just like the current GUGCS school, and meet at monthly as required by the Charter School Act, alternating the location of the meeting between GUGCS and the Proposed School (once the Proposed School has a facility).

**Board Roles and Responsibilities:** The role of the Board is to govern the Proposed School by exercising its oversight authority, which is realized through making decisions related to strategy, mission, budget, facilities, and school policy. In particular, the board is responsible for:

- Establishing the mission and goals of the Proposed School;
- Hiring, supervising, evaluating and making decisions regarding the retention of the school leader (the "School Leader");
- Approving budgets and providing financial oversight to ensure fiscal integrity;
- Approving (by Board vote) significant contracts, such as facilities;
- Providing legal and ethical oversight to ensure the Proposed School is adhering to applicable laws, policies, and procedures;
- Evaluating and monitoring the Proposed School's academic program; and

Once chartered, The GUGCS II Board will enter into a charter contract (the "Charter Contract") with the New York State Board of Regents and adhere to all aspects of that Charter Contract as implemented by the New York State Education Department. The Proposed School understands that material changes proposed by the Board to the Proposed School's Charter will require SED approval.

In addition to the School Leader, the Board is responsible for the hiring of and shall supervise an Executive Director and hold the Executive Director accountable for all aspects of the Proposed Schools academic, operational and financial programs. The Board delegates certain responsibilities and duties to the Executive Director, School Leader or other staff under the following conditions: (a) that the Proposed School's staff will operate with oversight from the Board; and (b) that the Board is ultimately and finally responsible and accountable for the actions of any person to whom responsibility has been delegated and for any and all obligations, programs and policies of the Proposed School. Matthew Greenberg, the current GUGCS school leader, is proposed to continue in his leadership role as the Executive Director for both GUGCS and GUGCS II.

While the general roles and responsibilities of the Board will remain the same with the addition of GUGCS II, some practices will need to be modified to effectively govern multiple schools. The Board will add a non-voting parent representative from GUGCS II so each school will have a voice at the table. A report on each school will be presented to the Board at its monthly meetings. Finally, each school will have its own budget books and the Board Finance Committee will routinely review budgets and financial statements for each school, and also consider how finance matters affect the overall organization to the extent there are shared resources (e.g. personnel, expenses).

**Board Development:** GUGCS will continue to build the capacity of its Board members, individually and collectively. To ensure this, the GUGCS Board is supported by outside legal counsel from Cohen Schneider & O'Neill LLP to provide the Board with comprehensive governance support. Cliff Schneider, who is GUGCS lead attorney from the firm, is a highly respected lawyer with expertise in education and charter school law and has extensive experience providing governance training and legal counsel to charter schools, including acting as their outside counsel. The maintenance/ongoing support that will be provided to the GUGCS Board includes to support with respect to its governance operations and need for ongoing professional development including attending one board meeting each semester, providing an on-boarding training for all new Trustees upon their approval by the authorizer and election to the Board, and conducting an annual training session designed to reinforce the basics and strengthen skills and capacity as GUGCS matures and the Board's role continues to evolve. As the Board continues to evolve it will look to add a Trustee who has a strong fundraising background, along with an individual with strong community ties.

**Board Recruitment:** Relationships with prospective candidates for the Board of Trustees will be cultivated on an on-going basis through contacts of the current Board Trustees, and by networking with local business groups, corporations, colleges, art councils, and philanthropies in Long Island City. When there is an opening on the Board, the Board Development Committee will develop an initial list of prospective Trustees and communicate with top candidates. The Board Development Committee is responsible for making sure that prospective Board Trustees have all the necessary information, including job descriptions and materials on the Proposed School. Prospective Board Trustees may visit the Proposed School to observe it in action, talk to the Executive Director and other staff, and to attend a Board meeting to see how it conducts business. Candidates will be asked the following questions:

- Is the prospect committed to the mission and the educational goals of the school?
- Can the prospect contribute the time necessary to be an effective Board Trustee?
- Does the prospect possess key skills, knowledge and assets that match the Board's priorities?
- Can the prospect place the charter school's purposes above their own professional and personal interests when making decisions as a Board Trustee?

Based on the provisions of the school by-laws, authority to ultimately move for the election (subject to SED's procedures) is vested with the current Board. The Board Development Committee is tasked with the preparation of a slate of candidates who match the recruiting priorities set at the beginning of the process and new Trustees will be chosen by vote. This

process ensures to the greatest degree possible that there is a match between the knowledge and skills needed at the GUGCS Board level and the knowledge and skills possessed by the current Board.

**Governance-Management Relationship:** A working relationship between the Board and the school-level administration is critical to the growth and success of the Proposed School. At GUGCS II, the Executive Director and the Board will work together to make decisions regarding legal issues, finances, accounting, planning, policy, personnel, accountability, and community relations. Prior to each Board meeting, the Board Chair and Executive Director will together develop a specific agenda, whereupon the Board will act as an oversight committee for the Proposed School’s administration.

**Division of Governance and Management Roles**

Responsibility	Board of Trustees	Leadership Team
<b>Legal</b>	<ul style="list-style-type: none"> <li>• Exercises fiduciary role to ensure the charter school is properly managed.</li> <li>• Maintains legal status; ensures legal and regulatory compliance.</li> <li>• Reviews financial &amp; business dealings; exercises proper judgment to avoid conflict of interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides information to the board to demonstrate that the school is well managed.</li> <li>• Compiles information for annual filing requirements.</li> <li>• Alerts Board if conflict of interest situation is likely to occur.</li> </ul>
<b>Finance and Accounting</b>	<ul style="list-style-type: none"> <li>• Approves annual budget.</li> <li>• Reviews monthly financial reports (balance sheet, income statement).</li> <li>• Establishes proper internal controls.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares annual budget.</li> <li>• Oversees preparation of monthly financial statements.</li> <li>• Implements proper financial controls.</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Establishes Mission and Vision; approves Goals/Objectives.</li> <li>• Conducts and monitors regular strategic review.</li> <li>• Assesses compliance/progress in achieving educational outcomes agreed to in Charter, reviews the annual report and Renewal activities</li> <li>• Assesses school/program evaluation plan</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in establishing Mission, Vision.</li> <li>• Develops specific program goals and objectives</li> <li>• Assists board in keeping focus and momentum</li> <li>• Develops/oversees progress reports including the annual report and the renewal process</li> </ul>
<b>Policy</b>	<ul style="list-style-type: none"> <li>• Develops and adopts written policies</li> <li>• Responsible for annual policy review</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies need for new policies</li> <li>• Assures implementation of policies and assists in analyzing policy options</li> </ul>

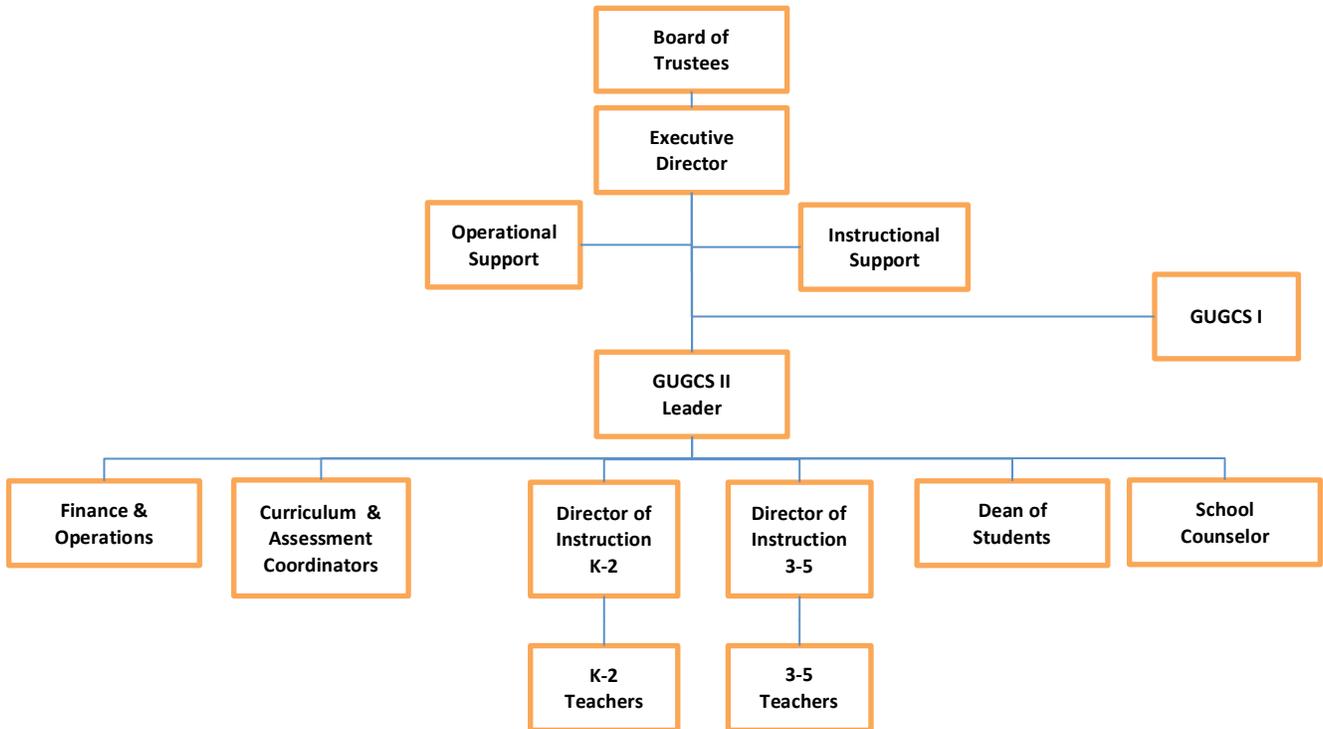
Growing Up Green Charter School II Application

<p><b>Personnel</b></p>	<ul style="list-style-type: none"> <li>• Sets and reviews personnel policies</li> <li>• Hires school leaders and evaluates their performance</li> </ul>	<ul style="list-style-type: none"> <li>• Implements personnel policies and recommends changes to such policies</li> <li>• Hires staff and evaluates performance</li> </ul>
<p><b>Resource Development</b></p>	<ul style="list-style-type: none"> <li>• Assures long-range commitment of resources</li> <li>• Creates annual fund development plan</li> </ul>	<ul style="list-style-type: none"> <li>• Executes fund development efforts, developing grant and other funding applications, plans, fundraising events</li> </ul>
<p><b>Board Accountability</b></p>	<ul style="list-style-type: none"> <li>• Establishes and communicates expectations of Board membership; regularly evaluates its own performance to assure effective Board participation</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates Board training and information exchange in preparation for board selection</li> <li>• Facilitates regular and effective communication among board members</li> </ul>
<p><b>Decision-making</b></p>	<ul style="list-style-type: none"> <li>• Defines and communicates Board’s role and assures appropriate Board role in decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Makes action decisions within parameters set by the Board</li> </ul>
<p><b>Community Relations</b></p>	<ul style="list-style-type: none"> <li>• Promotes school to parents and the public</li> <li>• Serves as emissary to broader community</li> <li>• Promotes activities with other charter schools, such as coalitions, shared programs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Interprets the charter school mission to the community via direct involvement, public and governmental relations, personal contact, etc.</li> <li>• Works closely with the Board for an effective division of labor</li> </ul>

**C. Management and Staffing**

**Organizational Chart**

## Growing Up Green Charter School II Application



GUGCS II will be governed by an independent volunteer board of trustees that answers to the Board of Regents. An Executive Director will oversee both GUGCS schools and report directly to the board. GUGCS II will be managed by a full-time School Leader who will report to the Executive Director. All remaining school-based staff will report to the School Leader. Leadership from the original GUGCS school, such as the Directors of Curriculum, Support Services, Assessment, and Counseling, will support staff at the new school through ongoing professional development and sharing of best practices.

The table below outlines the school’s staff during the first charter term:

**GUGCS II Staffing Chart**

Position	2016-17	2017-18	2018-19	2019-20	2020-21
	K-1	K-2	K-3	K-4	K-5
Executive Director	.5	.5	.5	.5	.5
School Leader	1	1	1	1	1
Director of Lower School Instruction (K-2)	1	1	1	1	1
Director of Upper School Instruction (3-5)	-	-	1	1	1
Math Coordinator	1	1	2	2	2
Literacy Coordinator	1	1	2	2	2
ED Time Coordinator	1	1	2	2	2
Assessment Coordinator	-	1	1	2	2
Dean of Students	1	1	2	2	2
Social Worker	1	1	2	2	3
Classroom Teacher	6	9	12	15	18
Science Teacher	1	1	2	2	2
Science Assistant					1
Art Teacher	1	1	1	2	2
Music Teacher		1	1	1	2
Language Teacher		1	1	1	2
IEP Coordinator	1	1	1	1	1
Learning Specialists	1	2	3	4	4
Intervention Teacher	-	1	1	2	2
ELL Teacher	1	1	2	2	3
Operations Manager	1	1	1	1	1
Office Manager	1	1	1	1	1
Office Assistant		1	1	1	1
Business Manager	1	1	1	1	1
Business Operations Assistant			1	1	1
After-school Coordinator (p/t)	1	1	1	1	1
Security	1	1	2	2	2
Maintenance	1	1	2	2	2
Nurse			1	1	1

**Leadership Team:** Growing Up Green II will be led by an experienced School Leader selected for his or her evidence of success leading adults and raising student achievement in a progressive education environment. The School Leader will be responsible for day-to-day life at the school and report directly to the Executive Director. He or she will supervise a site-based management team that includes:

- **Directors of Instruction:** At full capacity the school will have two Directors of Instruction, one for grades K-2 and one for grades 3-5, who will supervise their respective classroom Teachers and Associate Teachers as well as Science, Art, Music, and Language Teachers.

## Growing Up Green Charter School II Application

- **Curriculum Coordinators:** The school will eventually have curriculum coordinators for grades K-2 and 3-5 respectively in each of the following areas: ELA, Math, and ED Time. They will support curriculum development and implementation.
- **Assessment Coordinator:** The school's Assessment Coordinator will assist with implementation of the Looking Forward, Looking Back assessment system and analyze and report on data within and across schools.
- **IEP Coordinator:** The IEP Coordinator will manage the special education program at the school, coordinating services for students with disabilities and IEPs reviews. He or she will coordinate communication with the CSE for evaluations and IEP development and facilitate coaching and professional development for faculty.
- **Dean of Students:** Responsible for school culture and discipline, the Dean of Students will work closely with students and families to ensure an environment conducive for learning. He or she will also assist teachers in developing positive behavior management through Responsive Classroom.
- **Operations Manager:** Handling all non-instructional operational functions, such as transportation, health services and food services, the Operations Manager will supervise the office staff and coordinate operations.
- **Business Manager:** The Business Manager will handle all day to day business and financial matters, including procurement and processing data for paychecks. Working with the shared Director of Finance, the Business Manager will help to maintain and coordinate information for the purposes of accounting and audits.

**Support Services:** The administrative team from GUGCS I will support staff at GUGCS II in their respective functions and coordinate across the two schools. They will also facilitate common training and professional development as well as the dissemination of effective practices between campuses, be they academic or operational. This administrative team will be responsible for initiating planning for the new school once the charter is approved and training the site-based management team of the new school, many of whom will be hired in January 2016 and work at the original GUGCS school to learn its systems, procedures and culture. The educators from GUGCS I who will support the new school include:

- **Matthew Greenberg, Executive Director:** The founder and School Leader of Growing Up Green Charter School, Matthew served as an educator in New York City for over 21 years and has a graduate degree in elementary education and administrative certification in leadership.
- **Jennifer Slutak, Director of Curriculum:** With 15 years of experience in elementary and middle school education as a teacher and instructional leader, Jennifer has been the Director of Curriculum since its opening in 2009. She graduated from Rutgers University with a Bachelors degree in History and a Masters in Elementary Education and recently finished a second Masters degree in Curriculum and Teaching from Teachers College, Columbia University.

## Growing Up Green Charter School II Application

- **Brian Martin, Director of Assessment:** Brian has been Director of Assessment at Growing Up Green Charter School since its opening in 2009. Prior to Growing Up Green Brian worked as a classroom teacher for six years in grades 2-5. At Growing Up Green Brian has been responsible for creating, administering, and analyzing useful data through six-week interim assessments. He organizes data for teachers, administrators, board members, and state reviewers. Brian helps select and administer the NWEA MAP testing program at GUGCS, and is the New York State testing coordinator for the school.
- **Kersten Russell, Director of Support Services:** Kersten taught in elementary special education classrooms for five years in public and charter schools before joining Growing Up Green in its opening year. She began at GUGCS as a learning specialist, then transitioned to a position as IEP coordinator, and is now overseeing the Support Services department. She holds a Masters degree in Childhood and Special Education from Hunter College, with a focus on Learning Disabilities.
- **Brittany Tuber:** Brittany began her career as a Learning Specialist and Kindergarten teacher before transitioning over to Growing Up Green where she was a founding Kindergarten teacher. After looping with her students, Brittany transitioned to her current roll 5 years ago. Brittany holds a degree in Elementary/Special Education from Indiana University, a Masters Degree in Literacy Birth-12th grade from New York University and a Masters of Education (M.Ed) from Teachers College, Columbia University in Curriculum and Teaching.
- **Lauren Barkan:** Lauren has been a part of the Growing Up Green Charter School administrative team for 6 years. Prior to joining GUGCS, Lauren taught for 7 years at a public school and two high-achieving charter schools in the South Bronx and Harlem. At GUGCS, Lauren first served as Science Coordinator and Lower School Director before being promoted to Upper School Director of Instruction. Lauren earned her master's degree in Elementary Education from Hunter College and undergraduate degree from the University of Michigan. Watching GUGCS grow each year while staying committed to it's sustainable roots and dedication to teacher development is what makes Lauren most proud of being a part of this community.
- **Kristen Lengyel, Director of Counseling:** Beginning her social work career within the Mount Sinai Department of Pediatric Hematology/Oncology, Kristen helped patients cope with life-threatening illnesses for two years before transitioning to school-based social work. She started at GUGCS as a counselor and now oversees the Counseling Department to support students' social and emotional well-being. Kristen holds two Masters degrees, one from George Washington University in Public Health specializing in Maternal and Child Health and one from Columbia School of Social Work specializing in School Social Work. She also holds a Bachelors in Psychology from Emory University.
- **Massomeh M. Muhammad, Director of Operations:** Massomeh is the point person for issues related to all operational policies and procedures with staff and families. She also oversees facilities, security, and personnel.

- **Gina Palma, Director of Finance.** Gina has been working in Finance for almost 12 years and oversees the Finance Department where she manages three main areas of the school – Accounting, Payroll and Human Resources. She is a graduate of Boston University with a Bachelor’s in Economics.

**Staff Recruitment:** GUGCS is committed to strengthening the leadership skills of our talent, which results in teachers on paths to pursue more responsibility in leadership positions. As such, the Executive Director has already identified existing school talent who are capable of moving both horizontally and vertically to take on some of the new leadership and other staff positions necessary in the restructured organization managing two schools. Of course, there will still be leadership and other staff positions that will need to be filled by candidates from outside the school community.

GUGCS has already established fruitful relationships with education schools, including Columbia University Teacher College, Queens College School of Education and Barnard College which have provided a pool of qualified candidates for instructional positions (in addition to the wide range of schools, Job Fairs, charter networks, educational journals and other print and online media where active recruiting takes place through job postings). We have developed a strong recruitment, interview and vetting process in order to ensure to the highest degree possible the hiring of highly motivated, highly qualified and team-oriented individuals who share the values and vision of the school and fit into its collegial, reflective and student-centered culture.

GUGCS advertises job openings in the classified education section of local New York City newspapers, participates at job fairs at local universities in New York (Bank Street College of Education, Teachers College, NYU Steinhardt), as well as job search engines on the internet (Insideschools.org, Monster.com). GUGCS has partnerships with Barnard College, Queens College School of Education and Columbia University Teachers College, which provide student teacher interns to the school. The relationship that GUGCS has with these schools of education has proven to be fruitful in sourcing qualified teaching candidates for the school.

Interested candidates who are confident that they can meet the application requirements email a cover letter and resume to GUGCS. Qualified candidates attend a GUGCS Open House for informal interviews and conversations with staff members. After completion of this step, desirable candidates are asked to formulate a lesson plan designed for a specific content area and are invited to execute this lesson to a group of students. The demonstration lesson is observed by members of the hiring committee who will determine if the candidate meets hiring criteria. During this round, candidates are interviewed by a hiring committee comprised of administrators and staff members. In the final round of hiring, candidates talk one-on-one with the School Leader, and may spend time with our administrative directors and teachers on the grade level or subject area for which they are applying. Based on the interview process, as well as references supplied by the candidate, GUGCS’s School Leaders makes all final decisions on hiring teachers.

GUGCS actively seek diversity in its student/parent body, faculty, staff and administration. GUGCS is committed to equal employment opportunity. GUGCS will not discriminate on an individual’s race, religion, color, creed, national origin, citizenship, disability, marital status, veteran status, sexual orientation or affection preference, age, sex, or any other classification

protected by law. This policy governs all aspects of employment at the School, including hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline and all others terms and conditions of employment. GUGCS takes appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsifications or omissions of any information or date on an employment applications may result in exclusion from further consideration for employment and/or termination of employment. GUGCS will fingerprint prospective employees for purposes of determining whether or not the prospective employee has a criminal history.

**Salary Determination:** GUGCS offers competitive salaries that generally follow the New York City Department of Education Salary Step rubric but allows for some flexibility in order to compete for the best instructional talent with unique expertise.

### ***C.1. Charter Management Organization***

Not Applicable: GUGCS II will not partner with a charter management organization.

### ***C.2. Partner Organization***

Not Applicable: GUGCS II will not partner with an organization that plays a significant role in the operation of the school.

### ***D. Evaluation***

**Teacher Evaluation:** GUGCS has honed a system for evaluating teachers and as a result teachers are held accountable in a number of ways. The school employs a range of instructional leaders, including the School Leader, Directors of Upper and Lower School Instruction, as well as Coordinators in Literacy, Math, Science, ED Time and Assessment who will work with teachers in planning and delivering curriculum and instruction. In particular, the Directors of Lower School and Upper School Instruction are in classrooms on a daily basis providing informal observation notes based on the lesson. The feedback can range from a quick noticing based on management, teaching point, or classroom observation to a more detailed follow up based on the teachers individual goal based on their Professional Growth Survey. In addition, both the Directors of Lower School and Upper School Instruction simultaneously formally observe teachers twice a year and provide a written report that is both shared with the teacher and placed in the teacher's professional file. In cases of unsatisfactory performance during a Formal Observation, teachers are given the supports necessary to improve upon areas in need of improvement. In the late spring, the Director of Assessment completes a Professional Evaluation which takes into account both of the two formal observations as well as the teacher's performance and growth over the course of the school year.

**Leadership Evaluation:** Evaluation of the Executive Director is conducted by the Board of Trustees. The Board's evaluation of the Executive Director uses authorizer evaluation results, progress towards accountability goals, financial and operational benchmarks, staff and student satisfaction surveys and other criteria that measure the overall health of the school. The Executive Director has responsibility for evaluating the GUGCS Leadership Team and individual School Leaders. In turn, the School Leaders are responsible for evaluating their director reports

within their respective schools. These evaluations are based on performance against the responsibilities detailed in individual's job descriptions and annual goal setting.

**Board Evaluation:** While the current GUGCS board is a strong and effective board, it will continuously monitor its performance and diversity to ensure effective long-term governance of the school. To accomplish this, a Board Development Committee reviews the school's mission, vision, goals and strategies and analyzes the skills-set of current Board Members. The committee then develops a profile of its membership (age, race, ethnicity, specific skills, community contacts, parent of a child enrolled in the school), and determines strategies to ensure Board diversity. In addition, the board relies on its outside counsel to provide feedback on board performance and governance capacity.

**Family and Student Satisfaction:** GUGCS conducts an annual parent survey to determine how families feel about the school and determine areas for growth. In addition, school leaders and the board monitor student attrition and try to determine for each student that leaves the specific reason. In general, mobility has the primary reason students leave GUGCS. Finally, school leaders and the board monitor parent concerns and complaints raised through the PTO, SLT or at board meetings.

**Programmatic Audit:** Each year the school completes an annual report that is submitted to its authorizer and posted on the school's website. The report assesses the school's progress towards and achievement of its goal, and where it has not yet achieved its goals details the steps the school is taking to ensure it is on track to achieve its mission and have its charter renewed.

#### ***E. Professional Development***

In its 2012 report on its Annual Site Visit to GUGCS, the NYCDOE Charter School Office reported that GUGCS has established a professional culture of reflection and planning. Growing Up Green views professional development as the heart of a strong and highly individualized instructional program that meets student needs and promotes student achievement. The professional development program that GUGCS has developed over time is collaborative, data-driven and continuous. GUGCS believes that the most effective professional development occurs when it is job-embedded; thus at GUGCS, as is described below, professional development is integrated in many ways within the school day and takes place on a daily basis, targeting teachers individually as well as collectively.

**Collaborative Professional Development:** We use the principles of Responsive Classroom to promote professional engagement and growth among our teachers. The Responsive Classroom approach is not just a method by which we support students to advance their learning, but the elements of Responsive Classroom relate to the professionals in our school community as well. Relevant principles include:

- Strong, Focused and Supportive Leadership;
- Shared Vision and Planning;
- Common Beliefs and Behaviors;

- Shared Professional Development; and
- Adult Community Building.

GUGCS has created a professional community of learners in which teachers and instructional leaders continuously seek, share and apply new learning to their own practice to enhance instructional effectiveness. GUGCS believes the best professional development occurs when teachers have opportunities to learn from each other through collaboration, professional conversations, peer observations and classroom demonstration sites; at GUGCS there has been a commitment to this type of student-centered professional learning. Professional learning takes place at GUGCS during weekly staff meetings and weekly grade level team meetings, both of which are built into the teacher's schedule and are separate from a teacher's daily prep periods. The Responsive Classroom approach provides a foundation for how teachers communicate with each other to generate a collegial environment of trust and respect so that it fosters a "critical friends" environment where there is willingness on the part of teachers to accept constructive feedback from each other, become more self-reflective and work towards improvement. Topics for these meetings are developed collaboratively in response to needs identified by teacher classroom observations, coaching observations, student assessment data and surveys (formal surveys and drop box suggestions).

**Coaching:** GUGCS uses a formal coaching program to provide highly individualized support for each teacher, thereby strengthening the applicable nature of our teacher evaluation process. Every teacher at GUGCS is partnered with a "coach," who is one of the instructional administrative leaders at the school. At the beginning of the school year, each teacher completes an extensive Professional Growth Survey that the teacher and his or her coach collaboratively review and use to establish short- and long-term goals for the year. The completed and reviewed Professional Growth Survey informs the coaching plan between the teacher and his or her coach and how the coach will provide individualized support to the teacher. Built into the teacher schedules are weekly coaching meetings that take place during a period of extra prep-time. Additionally, teachers are guaranteed time throughout the week for active coaching to take place on an individual basis; coaching during these times take the form of modeling, co-teaching, co-planning, data analysis and system creation, or other support models.

At GUGCS, coaches support their teachers on a daily basis through visits in the classroom or learning space. This support gives teachers the opportunity to address any challenges with their coach on a real time basis and inform areas of focus for the coaching period that week. The coach and teacher routinely revisit the Professional Growth Survey to monitor progress towards and/or achievement of goals, modify existing goals or add new goals as necessary and adjust coaching plans accordingly. A teacher is formally observed and reviewed twice by his or her supervisor/coach and the Professional Growth Survey may, in certain cases, guide the debrief that occurs between them. Reflective of the school's commitment to building teacher's instructional capacity are the resources that are available to teachers to help them reach their goals. Coaches ensure that teachers are supported in their goals not only through their own coaching but also through work with other instructional leaders, their peers (through grade team meetings, staff meetings, peer observations, classroom demonstration sites—described

later in this section), literacy and math staff developers/consultants and external workshops. Additionally, all instructional staff complete a Quarterly Reflection, encompassing both a self-reflection and supervisor-reflection component. Through conversations stemming from the completion of this review, staff members and supervisors can articulate formally the progress on current goals and create plans for growth together.

**Classroom Demonstrations:** GUGCS establishes classroom demonstration sites to model best instructional practice to its teachers. Classroom demonstrations provide our teachers with an opportunity to view best practices in an actual classroom setting and then discuss their observations and its implications in their own classrooms. During the debrief, teachers have an opportunity to reflect on the experience, ask questions, and share ideas with their colleagues and their instructional leaders. Teachers then collaborate with each other and their instructional leaders to apply the specific learning from the demonstration site to their own teaching. Through the GUGCS coaching model, teachers are able to receive follow-up direct assistance from their instructional coach on the implementation of these new best practices.

**External Professional Development:** While GUGCS believes the best professional development is job-embedded, we also believe in the value of teachers' attending external workshops and conferences that support student learning. To this end, as a school committed to Responsive Classroom, all of our teachers are trained in this model. All new elementary teachers who have not previously been trained in Responsive Classroom attend The Responsive Classroom Summer Institute. In addition, elementary school instructional staff attends The Math in the City Math Institute, a week-long workshop in the summer as well as one day workshops throughout the school year. Staff members also attend numerous workshops hosted by the New York City Charter School Center through our continued membership with the SPED Collaborative, on a variety of special education topics. GUGCS underwrites the cost for a number of teachers to attend the annual Green Schools National Convention as well as the annual National Charter School Conference as they provide not only interesting panels and pertinent workshops but also the opportunity to network with like-minded colleagues across the country. Teachers then share information, new ideas, and best practices learned from these conferences with colleagues at staff and grade team meetings. The staff collectively discusses how to apply this new learning to the GUGCS environment to support student learning.

**Summer Institute:** In addition to the ongoing professional development during the school year, each August GUGCS holds a two-week Summer Professional Development Institute prior to the opening of school. The Summer PD focuses on the following topics:

- What does it mean to be a green school?
- How can we as a staff implement principles of sustainability into our classrooms?
- What are Responsive Classroom and Developmental Design?
- GUGCS Professional Culture, School Culture, and Policies and Procedures
- What are the standard elementary and middle school curricula used at GUGCS?
- How do teachers best utilize these standard curricula?
- Culture building both class and school wide during the first six weeks of school.
- What are GUGCS' Charter Goals?
- What are GUGCS LFLB Six-Week Assessments?

## Growing Up Green Charter School II Application

- How will data from LFLB Assessments be used to drive class instruction?
- What is the purpose of NWEA MAP Reading and Math Assessment and how do we use the results to drive instruction?
- What are tools and strategies to meet the needs of all students, including those with special needs?

The full-day Summer PD sessions serve to address all the issues above, and build a strong, cohesive professional community. Teachers also have time to set up their classrooms and prepare for the arrival of students.

**Staffing:** At the school level GUGCS invests heavily in instructional leadership to support teachers in all aspects of teaching and learning. While the School Leader has administrative responsibilities, he or she is viewed by the school community as an instructional leader who articulates the educational philosophy of the school. There are two Directors of Instruction, one for grades K-2 and one for grades 3-5, who spend much of their time in classrooms observing, modeling and coaching teachers. Curriculum coordinators in Math, Literacy, and ED Time help teachers develop engaging units and lessons. An Assessment Coordinator supports teachers in using data to identify student needs and effectively modify instruction. The student support staff through the Successful Student Committee help teachers implement strategies and interventions to support at-risk students.

All of these school-based leaders are guided and supported by Directors who will work with the staff at both GUGCS schools. They will identify needs and develop common professional development activities where appropriate and facilitate the dissemination of effective practices across campuses. For example, new staff at GUGCS II will have opportunities for inter-visitations to observe veteran teachers at the original school deliver instruction. Similarly, the operations and finance staff at the new school will have access to the systems and expertise built over many years at the original school.

### **F. Facilities**

**Facility Needs:** Based on our experience growing a K-8 school in multiple buildings, we anticipate the following needs for space at GUGCS II:

	2016-17	2017-18	2018-19	2019-20	2020-21
	K-1	K-2	K-3	K-4	K-5
Regular Classrooms	6	9	12	15	18
Science Labs	1	1	2	2	2
Art Room	1	1	1	1	1
Music Room	1	1	1	1	1
Learning Specialist/Intervention Offices	1	1	2	2	3
Reception/Main Office	1	1	1	1	1
Administrative Offices	1	1	2	2	2
Faculty Room	1	1	2	2	2
Conference Rooms	1	1	2	2	2
Cafeteria	1	1	1	1	1
Gym	1	1	1	1	1

Growing Up Green Charter School II Application

Nurse Office	1	1	1	1	1
Server Room	1	1	1	1	1

**Facility Options:** Last month, GUGCS submitted a formal request with the New York City Department of Education for public space in District 30 for GUGCS II in the 2016-2017 school year. However, given the chronic overcrowding in this district, we think it very unlikely that GUGCS II will be approved for co-location in District 30. Consequently, over the last year GUGCS has been working closely with the architect firm of Cutsogeorge, Tooman and Allen and the real estate company Greiner-Maltz to locate a private building in District 30 that will meet the school’s needs and have already identified three options for private space:

1. We have located an approximately 40,000 square foot space on Northern Boulevard that would give GUGCS II the necessary space for kindergarten through 8<sup>th</sup> grade.
2. We have had preliminary conversations with the Diocese of Brooklyn to lease a 39,000 square foot space in District 30 beginning in September 2016. This space would also allow us to build out to capacity with kindergarten through 8<sup>th</sup> grade.
3. Another option is a building located at 39-27 29<sup>th</sup> Street, within a block of the GUGCS’ current site. The building is an 11,500 square foot building and could house kindergarten through 2<sup>nd</sup> grade, which would provide more time to locate a permanent space for kindergarten through 5<sup>th</sup> grade. Since last summer, we have been in preliminary stages of discussions with the owner/developer who has expressed an interest in extending a ten-year lease to GUGCS.

**Facility Expertise:** The founders of Growing Up Green have been extremely successful at locating and developing suitable private space for a growing charter school, and will leverage this expertise in finding a facility for GUGCS II. Our track record in securing property and building out space includes the following:

- **St. Patrick’s School in Long Island City, Queens:** In 2009, the school founders located, and successfully negotiated a ten year lease with the Diocese of Brooklyn for a 39,000 square foot school building in Long Island City Queens. Six weeks prior to the opening of the school year we were able to do a full build-out of the school and had it ready for the opening of the school year. This included painting and plastering classroom walls and ceilings, re-tiling classroom floors and hallways, and upgrading the kitchen and cafeteria. During the last six years Growing up Green has invested upwards of \$500,000 in capital improvements, including major renovations to the kitchen, school cafeteria, classrooms, the gym, space, and the exterior of the building. As of 2015 the building houses over 500 students in grades k-5.
- **Demarco Center in Long Island City Queens:** In June, 2014, the Board’s Real Estate Committee and the School Founder closed on a second ten year lease with the Diocese of Brooklyn for a 20,000 square foot building in Long Island City, Queens that houses our 90 6<sup>th</sup> grade Students. The building was previously used as a learning center for pre-K students and in five short weeks prior to the opening of the school year, Growing Up Green was able to convert the space for middle school use. Upon reaching capacity in

## Growing Up Green Charter School II Application

two years, the building will house 270 Growing Up Green Middle School students and a staff of 25. Working with architects, engineers, and contractors, building capital improvement thus far have included:

- The build-out of a state of the art Science Lab, with a second lab scheduled to be built this summer.
- The build-out of a state of the art library, with plans to expand the size this summer
- The build-out of high-end classrooms, with plans to expand the number of classrooms this summer.

### **G. Insurance**

GUGCS currently uses Philadelphia Insurance Company for General Insurance and Crime, Scottsdale Insurance Company for Professional Liability and Lexington Insurance Company for Excess Liability. Based on the insurance policies currently held by the current GUGCS, we anticipate securing coverage for the second school in the following amounts:

#### **General Insurance:**

- **General Liability**
  - \$ 1,000,000 Each Occurrence, \$ 3,000,000 General Aggregate
  - \$ 3,000,000 Products – Comp/Op Agg
  - \$ 1,000,000 Personal & Adv Injury
  - \$ 500,000 Damage to Rented Premises
  - \$ 15,000 Medical Expense
- **Property**
  - \$ 700,000 Business Personal Property
- **Auto**
  - \$ 1,000,000 Combined Single Limit
- **Educators Protection Plus**
  - \$ 2,000,000 Professional Aggregate Limit
  - \$ 100,000 Defense Reimbursement
  - \$ 300,000 Defense Reimbursement Aggregate
- **Employee Benefits**
  - \$ 1,000,000 Each Claim, \$ 3,000,000 Annual Aggregate
- **Sexual Abuse or Molestation**
  - \$ 1,000,000 Each Abusive Conduct Limit, \$ 3,000,000 Annual Aggregate

#### **Professional Liability:**

- **Employment Practice Liability**
  - \$ 1,000,000 Each Claim, \$ 1,000,000 Annual Aggregate
- **Insured Person and Organization**
  - \$ 1,000,000 Each Claim, \$ 1,000,000 Annual Aggregate
- **Fiduciary \$ 1,000,000 Each Claim**
  - \$ 1,000,000 Annual Aggregate
- **Crime**

- **\$ 1,600,000 Employee Theft and Client Coverage**
- **\$ 1,600,000 ERISA Fidelity**
- **\$ 500,000 Forgery or Alteration**
- **\$ 50,000 Inside Premises-Theft or M&S**
- **\$ 50,000 Outside the Premises**
- **\$ 100,000 Money Orders/Counterfeit Papers**
- \$ 100,000 Computer Fraud
- **Excess Liability**
  - \$ 10,000,000 Each Event Limit
  - \$ 10,000,000 Overall Policy Aggregate Limit

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

**Health Services:** GUGCS II will seek a nurse from the Office of School Health (OSH) or employ a nurse on staff or through contract to supervise the disbursement of medication, the treatment of students who are ill, the treatment of students who are injured. The nurse will also be responsible for all record keeping and correspondence related to these responsibilities. The Department of Education will provide services for special education students who require nursing care with the need for these services established by the child's IEP.

GUGCS recognizes that it must provide the appropriate setting for a nursing station to include: hot and cold water; floor to ceiling walls; sufficient square footage to house all necessary equipment; heat and air conditioning; no through traffic; and an off-corridor room to be used as a waiting area.

GUGCS will ensure that all students have proper immunizations and documents (Form 211S) on file at the school. Form 211S must be on file at school within 14 days of enrollment. GUGCS will also conduct Hearing and Vision screenings for all K-1 students within six months of student's enrollment. We will ensure that each student needing medication administered during the school day has a Medication Administration Form on file prior to the start of school. GUGCS will also ensure automated external defibrillators are available and staff has been trained. GUGCS will also ensure that all staff is trained in procedures for reporting violent or disruptive incidents, reporting child abuse and CPR techniques prior to the school year.

GUGCS will adhere to the New York State law that requires that a child must be excluded from our school if he/she does not have required immunizations. Students new to GUGCS will have 14 days to acquire immunizations and provide appropriate documentation. When a sequence of immunizations is required, students may attend school after receiving the first immunization; however, if they do not receive subsequent immunizations within a reasonable time, they will be excluded. Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent/guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization (see 2164 and (9) of the Public Health Law). For children who require daily medication, the school nurse will store and administer medication unless the child is able to self-administer.

Administering medication during school hours or during school-related activities is discouraged unless it is necessary for the critical health and well-being of the student. Parent(s)/guardian(s) may authorize their child to self-administer a medication according to the District's procedures for student self-administration of medication. A student may possess medication prescribed for asthma for immediate use at the student's discretion, provided the student's parent(s)/guardian(s) have completed and signed a "School Medication Authorization Form." Parent(s)/guardians(s) must indemnify and hold harmless GUGCS and its employees and agents, against any claim, except a claim based on willful and wanton conduct, arising out of a student's self-administration of medication or the storage of the medication by school personnel. Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The school will establish a secure, easy to understand, and safe medication delivery system. The school nurse, with support from the Principal, will communicate to parents, students and staff the requirements for the administration of medications in the school in the student-parent handbook; school publications/calendars; inserts with report cards; mailings to physicians and/or local medical societies; and individual parent/student counseling. No medication will be brought into the school without knowledge of the nurse. All medications, except as otherwise arranged, will be properly stored and secured within a health office cabinet, drawer or refrigerator designated for medications only. The site will include a lock for the cabinet, drawer and refrigerator, as well as a lock to the outside health office door. Controlled substances will always be secured and will never be left open or accessible to the public at any time. Even self-directed students will not be given unsupervised access to controlled substances under the care of the school. Whenever possible, medication storage units will be secured to the wall or floor, and will not have breakable glass doors.

**Food Services:** GUGCS will implement The New York City Office of School Food and Nutrition Services (OSFNS) program and will:

- distribute and collect Form 1041 to all enrolled students;
- assign meal categories to each student based on parent income levels;
- enter eligibility information for each student in the DOE ATS system;
- establish a system for monitoring daily student participation in meal services;
- submit weekly MIE1 and MIE2 forms and payment to OSFNS.

GUGCS will also adhere to the requirements of all Federal school meal programs that include subsidizing meals for children through its two main nutrition programs for schools: the School Breakfast Program and the National School Lunch Program. GUGCS II will secure a facility with the capacity to serve breakfast, lunch and snack; its first step will be to formally request an evaluation by the DOE Office of Food Services to determine the food service arrangement. All food will be handled by appropriately certified staff and meet federal requirements for nutrition.

**Transportation:** GUGCS has experience coordinating transportation of elementary school students and will use the same systems as the original school. Students will qualify for transportation as outlined by the NYC Office of Pupil Transportation:

## Growing Up Green Charter School II Application

- If a child is in grades K through 2 and resides less than ½ mile from school, then he or she is eligible for half fare on Public Transportation.
- If a child is in grades K through 2 and resides more than ½ mile from school, then he or she is eligible for General Education Transportation (Yellow School Bus) or free fare on Public Transportation.
- If a child is in grades 3 through 6 and resides between ½ mile and 1 mile from school, then he or she is eligible for half fare on Public Transportation.
- If a child is in grades 3 through 6 and resides more than 1 mile from school, then he or she is generally eligible for General Education Transportation (Yellow School Bus) or free fare on Public Transportation.

In the instance of an IEP mandating specific transportation for a student, that transportation is to be provided by the Office of Pupil Transportation and it will be the responsibility of GUGCS to ensure its adherence.

In the event that a student does not qualify for Yellow Bus Transportation, a student may submit a variance to the Office of Pupil Transportation. Variances can be requested for the following reasons: there is a traffic related hazard on the child's walking route; the child has a medical condition; there is an Order of Protection for the child; the child has been the victim of a crime or is participating in an ongoing investigation; there is a problem for the child to get to public transportation; and/or there is limited access to public transportation due to proximity or availability.

In the event that a student does not qualify for Yellow Bus transportation and the variance is either denied or not pursued, it is the responsibility of the parent to bring their child to school at the designated start of the school day and pick up the child at the designated pick up time.

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

To proactively engage parents in their child's academic development, GUGCS provides workshops for parents to communicate expectations and the means by which GUGCS supports students in achieving these expectations. This includes Responsive Classroom workshops and curriculum workshops—particularly focused on math and literacy. Parents are kept informed of what happens in the classroom through weekly class newsletters, a school-wide monthly newsletter, our school website and our school's Facebook page. Some teachers also use a Twitter and Tumblr feed to keep their parents informed of what is happening in their classrooms. There are two mandatory parent teacher conferences each year providing formal opportunities for parents to discuss their child's progress with their teacher, accompanied by a child's Special Education service provider and ELL Specialist if applicable. Teachers and service providers also communicate frequently with families regarding student progress and proactively contact families regarding any concerns.

Families are also invited to play an active role in school governance. GUGCS has implemented a School Leadership Team (SLT) that includes parents, teachers, and administrators. The SLT meets six times per year to discuss the academic and social climate of the school. Parents and teachers serve on the SLT for a term of one year, with a new SLT slate of parents and teachers

## Growing Up Green Charter School II Application

serving each academic year. Parents on the SLT are responsible for sharing information with families of the school community through parent association newsletters and the school website. Teachers on the SLT share important information with colleagues during staff meetings and/or planning meetings. The purpose of the SLT meetings is to discuss issues surrounding instruction in the classroom, questions and concerns, fundraising attempts, and updates regarding school policy among the New York City charter schools.

For each GUGCS school there will a non-voting seat on the GUGCS Board of Trustees reserved for a parent whose child attends a GUGCS school, and at each regular meeting of the GUGCS Board of Trustees, a delegate from the PTO is allotted a set amount of time to present any issue to the Board, if the PTO so desires. On occasion, the Board of Trustees or Executive Director can ask the PTO to participate in or comprise advisory committees to study or implement a specific policy or action of the school.

Finally, GUGCS II will replicate the current Growing Up Green Charter School Parent Teacher Organization (PTO), which is a dedicated group of passionate parents who believe in the mission of the school. All parents and guardians of enrolled students are automatically members of the PTO. Our PTO has established the following objectives:

1. To support the administration, teachers, and families in fulfilling the mission of the school.
2. To improve communication between home, school, parents, and teachers.
3. To help all school children reach their potential by working in partnership with teachers and administrators.
4. To encourage parent participation in the activities of the school.
5. To provide information on ways parents can be involved with their child's learning.
6. To have membership in the organization that is representative of the diversity of GUGCS.
7. To embrace English Language Learners and cultural diversity in our school and organization.
8. To promote unity within the school.
9. To facilitate the positive interaction between the school and the community.
10. To assist Teacher Representatives in the effective and meaningful communication to all PTO Members of the GUGCS curriculum, units of study, and academic goals.
11. To enhance the school's mission with activities, events and choices that supports a green culture.

The PTO is run by a dedicated set of officers as well as volunteer, events and fundraising coordinators. General Membership Meetings are held monthly in the school cafeteria. Teachers from each grade are assigned as representatives and serve as a liaison between the school and parents. Families of GUGCS students may also join the private family Facebook page to connect with other families and find information about meetings and events. The PTO created a "Green Room" at the original GUGCS where donations are accepted for re-use and teachers repurpose for classroom projects.

There are many other ways for families to participate in the life of the school. We hold regular academic events, celebrations and performances that engage parents and provide them with

opportunities to see what their child is learning. Twice a year—typically in November and March—we hold conferences with parents to review their child’s progress and achievement, going over assessment results and portfolio content. Our board meetings are open to the public and publicized so parents know about them and can attend.

**J. Financial Management**

GUGCS has had in place a comprehensive Financial Policies and Procedures Manual which lays out all policies and procedures for the accounting and administrative functions conducted by the school. This manual is reviewed annually and updated as necessary. Should GUGCS replication be approved, this manual will be reviewed and updated to reflect, in particular, any changes necessitated by the new organizational chart.

**School Budget:** The Board of Trustees approves the School’s budgets prior to the beginning of each fiscal year. The budgets are drafted for Board review and approval following the third quarter and prior to the close of the fiscal year. The Director of Finance is responsible for creating and updating five year budget projections for the school and, in consultation with the Executive Director, preparing an annual operating budget of revenues and expenses for each school. This budget and projection are reviewed and approved annually, first by the Executive Director, then by the Finance Committee of the Board of Trustees, and finally by the School’s Board of Trustees and modified as necessary with board approval.

**Payroll:** GUGCS uses an outside service to process its payroll. Processing entails the following:

<b>Responsibilities:</b>	<b>Performed by:</b>
Obtaining Payroll Information	Director of Finance
Computing Wages	ADP
Performing Pay Period Activities	ADP
Preparing annual payroll tax returns	ADP
Preparing 1099’s	Director of Finance

**Purchases:** GUGCS has clear procedures for approving and documenting purchases. All purchases and cash disbursements are approved by GUGCS leadership. Every purchase must be approved in writing by a member of the GUGCS leadership team and allocated according to the program’s budget. The Director of Operations works closely with the Executive Director and Director of Finance to ensure that all necessary instructional and administrative purchases are made in a timely and cost-effective manner and, when applicable, in accordance with grant restrictions.

**The Accounting System:** The School has established accounting methods to identify, assemble, classify, record and report transactions. The methods are set up to: (1) identify and record all of the organization’s transactions; (2) describe the transactions in enough detail to allow classification for financial reporting, and (3) indicate the time period in which transactions occurred in order to record them in the proper accounting period. The fiscal year is from July 1<sup>st</sup> to June 30<sup>th</sup>. The School’s accounting system is designed to accurately process, record,

summarize, and report transactions of the organizations. The component bookkeeping cycles fall into one of four primary functions:

1. **Revenue and cash receipts:** Key steps in this area include: processing cash receipts; making deposits; recording cash receipts in the general ledger and subsidiary records; performing month-end reconciliation procedures; and processing general ledger integration for private donations/revenue.
2. **Purchases and cash disbursements:** Key steps in this area include: processing purchases (credit card, check, reimbursement); processing invoices; issuing checks; recording checks in the general ledger and in cash disbursement journals; performing month-end reconciliation procedures.
3. **Payroll:** An outside service provider will perform the payroll process. Key steps in this area include: obtaining and gathering payroll information; submitting information to the provider for processing; performing semi-monthly reconciliation; preparing W-2s, the W-3, and other annual payroll tax returns.
4. **General Ledger and Financial Statements:** Key steps in this area include: preparing monthly journal entries; reconciling bank accounts and other general ledger accounts; reviewing general ledger activity and posting adjusting journal entries; producing the financial statements; and producing the annual budget.

The general ledger process consists of posting the period's transactions to QuickBooks (accounting software), which produces the financial statements. The Director of Finance will reconcile bank and credit card accounts, payroll, review general ledger and prepare for the annual audit. The Director of Finance presents quarterly statements to the Board of Trustees.

**Fundraising:** The Board of Trustees will establish policies to ensure that fundraising is a priority of the school, taking steps to increase the school's donor base. The Board must understand and approve the school's overall fundraising policy. The fundraising responsibilities for the school will fall to both the Board of Trustees and School Administration. The Board of Trustees will be responsible for the ratification of GUGCS' annual budget, the creation and design of fundraising plans, the identification of potential fundraising sources, and the appropriation of resources to pursue a potential donor. Each board member will need to act as a personal donor to GUGCS, and this donation should be appropriate to said board member's personal financial situation. Board Members are expected to attend meetings, special events, and any public affairs for potential fundraising sources.

**Audits:** Since its opening in 2009, Growing up Green Charter School has undergone five financial audits at the end of each fiscal year through our independent auditors at Fruchter, Rosen & Company. The school is responsible for the preparation and presentation of the consolidated financial statements. Every year the auditor's reports have noted excellent results that state that our school financials are in accordance with all accounting principles generally accepted in the United States of America. GUGCS II will similarly be audited annually by an independent audit firm with audited financial statements approved by the School's Board and provided to the state no later than November 1st of each year. The Director of Finance will work with the school's Business Manager to ensure the auditor has timely access to all documents and data throughout the year.

**K. Budget and Cash Flow**

**Assumptions:** We have built a budget for GUGCS II based on our experience operating a charter school serving the same grades in the same community. As a result, we believe the following budget assumptions are not only accurate but conservative as well.

- We assume the school will receive \$14,027 per student annually with no NYS allocation increase during the first five years of operation.
- We also assume the school will receive \$2,775 annually per student for private facility assistance. Of course, if the DOE provides us with public facility space we will not receive this, but will also not have costs associated with a private facility.
- The school will receive \$500,000 in CSP grant funding over the planning year and first two years of operation.
- The school will receive a one-time NYC-DYCD (Department of Youth and Community Development) grant of \$116,688 in its first year of operation.
- For the purpose of calculating state special education revenues, we assume 17% of students will have IEPs and the school will receive \$10,390 annually for each student receiving services for 20-60% of their day and \$19,049 annually for each student receiving services for over 60% of their day (and no funding for students receive services for less than 20% of their day).
- For the purpose of calculating Title I revenue we assume 80% of our students will be eligible to receive \$500 per student.
- We assume annual funding under New York State Textbook Law (NYSTL), which must be spent on NYSTL-approved books.
- We assume minimal revenue from private contributions: \$25,000 per year.
- For staff shared across the two schools, we assume GUGCS II will pay 20% of their costs based on the supervisory load of schools with different grades spans and enrollment.
- We assume all salaries increase 3% per year.
- Our lease costs are based on the original GUGCS costs plus 10%.

**Pre-Opening Budget:** Revenues are primarily from CSP during the planning year, with a small amount (\$5000) from contributions. Total revenues are estimated to be \$327,500.

During the planning year the administrative team from the original GUGCS will already be in place and receive their salaries from that school. The bulk of planning year expenditures then is for hiring school-based staff members—the School Leader, Director of Lower School Instruction, Dean of Students, IEP Coordinator, Business and Operations Manager, and Office Manager—who will begin work in January 2016. They will be embedded at the original GUGCS to learn its systems, routines, and culture and begin to plan for the new school’s opening in the fall. GUGCS II will also contract with CSBM, Inc. to develop the school’s initial finance and operation systems. The school will purchase some administrative furniture and technology, and deploy funds for training new staff in their roles and responsibilities. Finally, the school

## Growing Up Green Charter School II Application

allocates \$2,500 for teacher recruitment and \$10,000 for student recruitment in the planning year. Total expenses are estimated to be \$322,066, resulting in a net income for the year of \$5,434.

**First Year Budget:** In the first year of operation we calculate \$2,356,536 in per pupil aid plus another \$466,200 in rental assistance for a private facility. We also estimate \$281,907 for students with disability for a total of \$3,104,643 in state aid. Other sources of revenue include various Title and IDEA funding streams, as well as CSP, NYC-DYCD and NYSTL funding. Finally, we conservatively estimate only \$25,000 in contributions. Total revenue in Year 1 is \$3,487,952.

In Year 1 our administrative salaries will total \$525,208. This accounts for 29% of salaries in Year 1. Instructional staff salaries come in at \$1,230,000, or 68% of total salaries. In addition to payroll taxes and benefits, we also estimate a 2% salary match for retirement contributions. Total personnel costs are \$2,234,612 or 69% of total expenses.

We estimate \$228,600 in contracted services, including an annual audit by an independent auditor, legal fees (e.g., facility negotiations), payroll services, Titlement services, e-rate applications, temporary and substitute staffing services, translation services and financial services. In addition, the school will pay for support services provided by staff from GUGCS I. Contracted services are 7% of total expenses.

In the classroom we allocate \$20,000 per grade for teaching materials, \$5000 per grade for special education supplies and materials, \$30,000 for each new grade for textbooks and workbooks, and another \$10,000 per grade for other supplies. We also allocated \$5000 per grade for assessment resources. For adult learning we allocated \$25,000 per grade for professional development. We also allocate \$25 per student for other student services such as uniforms and incentives. For operations, we estimate \$40,000 in office expenses as a little over \$10,000 for telephone system. We also assume \$2,500 cost for an annual fundraiser. Total school operations is 11% of total expenses.

Insurance is budgeted at \$25,000 in Year 1. Our lease estimate is \$192,143 plus \$70,000 for utilities, and \$25,000 for repairs and maintenance. Total facility cost is 10% of total expenses.

Total expenses in Year 1 is \$3,256,607, with a net income of \$241,344 and cash balance of \$37,111.

**Five Year Budget:** As we add grades and enrollment increases, we expect per pupil aid to rise to \$7,069,608 in Year 5 and rental assistance to rise to \$1,398,600 in the same period. We expect total state aid in Year 5 to be \$9,313,930. CSP funds will be drawn only in Years 1 and 2, NYC-DYCD in Year 1, and NYSTL each year based on enrollment. Revenue from contributions will remain constant at \$25,000 per year. We expect total revenue to rise to \$9,611,291 in Year 5.

A number of administrative positions will be added during the charter term, including another Director of Instruction and Dean of Students for grades 3-5. Despite these additions, administrative salary as a percentage of total salaries declines to 16% in Year 5. As new teachers are hired each year, instructional staff rises to 82% of total salaries and total personnel costs become 75% of total expenses.

## Growing Up Green Charter School II Application

Contracted services rise 3% each year plus an additional \$5000 per year for substitutes as grades are added and the faculty grows. We also assume 3% annual growth in audit and legal costs over the charter term.

Each new grade is allocated \$20,000 for teaching materials, and existing grades each are allocated \$15,000 per year. Similarly, each new grade is allocated \$30,000 for textbooks and workbooks, and existing grades each are allocated \$15,000 per year. Professional development rises to \$100,000 in Year 3 and remains at \$100,000 per year thereafter, as we assume we can more readily rely on peer expertise once the faculty grows to a reasonable size. We assume a 3% annual increase in the cost of both student and staff recruitment.

In operations we assume a 3% annual increase in the costs of insurance and janitorial supplies. By Year 5 our lease costs are estimated to rise to \$760,478 and total facility costs to \$965,626. Nevertheless, total facility cost remains at 11% of expenses in Year 5.

Finally, we allocate \$25,000 for each of the first three years of operation for a dissolution fund that will be held in an escrow account.

**Contingencies:** In the event that revenues come in below expectations, there are number of places we can cut the budget without an adverse effect on the academic program:

- We can delay hiring additional staff, such as the Business Operations Assistant or the second curriculum coordinators in each subject.
- We have been quite generous in instructional supplies and materials and can reduce a number of related line items.
- Similarly, we can rely more on internal resources available from both GUGCS schools for professional development.
- Finally, we can slow our purchase of technology.

We have also assumed minimal revenue from contributions and can increase our emphasis on fundraising.

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

Action	Function Area	Start Date	End Date	Responsibility
Adopt new bylaws and code of ethics	Governance	Jul 2015	Jul 2015	BOT
Conduct facility negotiations and execute lease	Facility	Jul 2015	Dec 2015	ED, BOT
Plan and execute renovations	Facility	Jan 2016	Jun 2016	ED, DO
Identify and hire school leader	Staffing	July 2015	Jan 2014	ED
Identify existing staff to move to new school	Staffing	Jan 2016	May 2016	ED
Establish accounting and reporting systems	Finance	Mar 2016	Jun 2016	DO, DF
Recruit students	Recruitment	Jan 2016	Apr 2016	DO
Hold lottery	Recruitment	Apr 2014	Apr 2016	ED, SL, DO
Obtain student records and IEPs	Operations	Apr 2016	Jul 2016	DO, LSC
Recruit school staff	Staffing	Feb 2016	Jun 2016	ED, SL

Growing Up Green Charter School II Application

Action	Function Area	Start Date	End Date	Responsibility
Hire school staff	Staffing	Mar 2016	Jun 2016	ED, SL
Secure curriculum resources	Academic	Mar 2016	Jun 2016	DC, DO
Secure standardized assessments	Academic	Mar 2016	Jun 2016	DA
Develop budget for FY14-15	Finance	Mar 2016	May 2016	ED, DO, DF
Approve budget for FY14-15	Finance	Jun 2016	Jun 2016	BOT
Secure food services	Operations	Apr 2016	May 2016	DO
Secure transportation	Operations	Apr 2016	Jul 2016	DO
Finalize staff handbook and personnel policies	HR	Apr 2016	Jun 2016	BOT, ED, DO
Develop and distribute student handbook	Operations	May 2016	June 2016	PR, DC
Install technology systems	Technology	May 2016	July 2016	DO
Establish ATS system	Technology	May 2016	Aug 2016	DO
Prepare school calendar and distribute to families	Academic	May 2016	Jun 2016	ED, SL
Conduct open houses for admitted students	Recruitment	Jun 2016	Jun 2016	ED, SL
Contract with Related Service Providers	Academic	Jun 2016	Aug 2016	DSS, IC
Secure insurance policies	Operations	Jun 2016	Jul 2016	DO
Prepare Summer Institute agenda and materials	PD	Jun 2016	Aug 2016	ED, SL
Complete Initial Statement of Financial Controls	Finance	Jul 2016	Jul 2016	DO, DF
Complete staff fingerprints and background checks	HR	Jun 2016	Jul 2016	DO
Collect enrollment forms, including proof of immunization and eligibility for FRL	Operations	May 2016	Aug 2016	DO
Establish transportation system and bus routes	Operations	May 2016	Aug 2016	DO
Create a draft SAVE plan and submit it to SED	Operations	Jul 2016	Aug 2016	DO
Purchase AEDs and train staff	Operations	Jul 2016	Aug 2016	DO
Conduct Summer Institute	PD	Aug 2016	Aug 2016	ED, SL
Develop Professional Development Plan	PD	Jul 2016	Aug 2016	DC, SL

BOT=Board of Trustees; ED=Executive Director; DO=Director of Operations; DF=Director of Finance; DC=Director of Curriculum; DA=Director of Assessment; DSS=Director of Support Services; SL=School Leader; DI=Director of Instruction; IC=IEP Coordinator; DS=Dean of Students; CC=Curriculum Coordinators

**M. Dissolution Plan**

The school will work closely with its authorizer and appropriate offices of the New York City Department of Education (DOE) to develop and implement a dissolution plan that will govern the process of transferring students and student records, including Individualized Education Programs (IEPs), student health and immunization records, and attendance records, and report cards.

**Public Meetings:** GUGCS would conduct public meetings with families prior to school dissolution, to inform parents how the process would work. The notice for this meeting would come through several different sources including newsletters from classroom teachers, e-mail alerts through our Child Profile Network, and mailings sent out by our SLT committee. The meeting will be held in the school. During the meeting the school leader will explain why the school is closing also explain to parents how the transfer process works. GUGCS will also invite

## Growing Up Green Charter School II Application

representatives from the DOE to attend this meeting as well as school leaders from both district and charter schools to explain the resources they have available at their schools. GUGCS will make every attempt not to close the school during the school year and announce the closer well in advance so that families have adequate time to research their options.

**Student Records:** GUGCS will transfer all student records, both hard copy and electronically, to families and their new schools. State and Federal regulations would apply to all record transfers.

**Dissolving the Corporation:** GUGCS will maintain \$75,000 by the end of Year 3 in an escrow account to pay for the legal and accounting costs associated with closing the school and dissolving the corporation. The Board will designate one trustee and one school employee to oversee the closing of the school from an operational and financial perspective. After an employee termination date is established, the school will notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Employees will be notified of eligibility for New York State Unemployment Insurance pursuant to any regulations of the New York State Department of Labor. The school board and leaders will remain in contact with their authorizer and provide regular updates on the status of the school closure.

**School Assets:** The dissolution plan will provide that all property, which the school has leased, borrowed, or contracted for use will be returned. The return of such property will conform with contractual prearrangement, where applicable, or will be done with reasonable promptness. GUGCS II will adhere to Section 2851(2)(t) of the Charter Schools Act regarding transfer of remaining assets after the school closes, with any funds not required to be sent to the district going to GUGCS I.

**CERTIFICATION AND ASSURANCES STATEMENT**

Proposed Charter School Name  Growing Up Green Charter School II   
Proposed School Location (District)  CSD 30   
Name of Existing Education Corporation (for replication)  Growing Up Green Charter School

---

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 to determine if the charter school is making satisfactory progress toward achieving

- the objectives described in this application; 13
- 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;14 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.15

*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.

I, Jeff Mueller, hereby certify that the information submitted in this Full Application to establish Growing Up Green Charter School II 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.

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



Date: March 16, 2015

### **Growing Up Green Charter School Admission Policies**

**Application and Admission Periods and Procedures:** GUGCS is a public school for boys and girls in Kindergarten through 5<sup>th</sup> grade. It requires no tuition or admission scores for admission. It is open to all who are eligible for admission to a public school under the laws of New York State, and GUGCS shall comply with the requirements of Education Law 2854 (2) and all other applicable laws. Admission to GUGCS shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other ground that would be unlawful.

Prior to the start of its first year of operation, GUGCS will open admission to boys and girls wishing to enroll in Kindergarten or 1<sup>st</sup> Grade. All children who would be eligible for enrollment in public schools in New York State in these grades will be eligible to enroll at GUGCS, subject to availability. Admission will be based on lottery. GUGCS will give students whose residence lies within GUGCS' district CSD 30 priority over students who reside beyond the limits of GUGCS' home district.

**Outreach Plan:** The admission process at GUGCS will begin in February and GUGCS will invite families, via pamphlets and flyers, to open house events at local community centers, churches, libraries, and businesses. At these open houses, prospective students and their parents or guardians will hear a comprehensive presentation about the school. When possible, GUGCS will reach out to applicants and their families in their native languages to facilitate complete understanding of the program. Discussions at the open houses will include the school's academic program, the schedule for an extended school day and year, and expectations for student behavior and parental involvement. Also discussed will be any other community programs that exist to support the operations or mission of the school. GUGCS feels it is critical that both students and parents/guardians understand the values of the school and its academic and social expectations before committing to enroll. GUGCS will take whatever additional steps deemed necessary to make sure that families have the necessary information to in order to make a well-informed decision, but attendance at open houses is not required to apply for admission. GUGCS will admit each eligible student who admits a timely application, unless the number of applicants exceeds the capacity of the grade level or building.

**Application Process:** Interested parents/guardians will be required to complete and submit an application form, available at the school's open houses, on the GUGCS website, and through community centers that support our mission. The application will request basic biographical information (name, age), contact information, and other important facts (ex: the school currently attending). Such information and eligibility determinations will be made through a process similar to that prescribed by the State Education Department and in accordance with applicable state and federal regulations regarding the subsidized meal programs. GUGCS will use translation services provided by the DOE for document translation and we intend to give preference in hiring of support staff who speak dominant language in the community. Completed applications will be required to be submitted to the school by April 1<sup>st</sup>.

GUGCS may extend the application submission period if the need exists, and may hold a supplemental summer enrollment period. GUGCS will also design an admissions lottery, in the event that we receive an excess amount of applications in relation to open seats for enrollment. Lottery information, along with admission policies, requirements, enrollment numbers enrollment periods, mission, programs, policies and student progress monitoring will all be included in the full application. GUGCS will keep an active wait list of K—2 students, in the event that seats become available during the school year. This will enable the school to maintain its projected enrollment capacity for each school year.

**Procedures if Student Applications Exceed Available Space:** If a lottery is necessary, GUGCS will have public officials present to supervise and attest to the fairness of the lottery. GUGCS will hold separate admission lotteries for each grade. They will take place soon after the closure of the enrollment period, and will be open to the public, and attended and or audited by a representative of an outside organization. GUGCS will also videotape the lottery. For applicants who are not admitted through the lottery, separate waiting lists for grades K-1 only, will be maintained in the event that vacancies occur. It will be the policy at GUGCS only to fill slots for open seats in these grades. Students who live in the district of location will gain preference in the lottery process, and be placed at the top of the application file for each grade. GUGCS will categorize the rest of the applications received by the deadline by grade level. Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, the school will contact the parent or guardian of the student next on the appropriate waiting list. Reasonable attempts will be made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at GUGCS before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents/guardians are unsuccessful, the GUGCS may remove that student from the waiting list.

Documentation of attempts made to contact the parents/guardians of any student removed from the waiting list shall be maintained by the school. Waiting lists will not be carried over from year to year, but instead the annual admission lotteries will be used to create newly random waiting lists. The school will send a new enrollment application directly to the parents/guardians of each child on the prior year's waiting list. GUGCS will inform all applicants during the enrollment process that we will give families 24 hours to respond and move on to the next student. At the start of each school year, after making attempts to contact families that do not respond, GUGCS will wait 1-2 days, document the process, and then start going through our waiting list. As previously mentioned, if the number of applicants exceeds capacity, students applying to GUGCS will be accepted by a specific selection process provided, however, that preference be given to pupils returning to the charter school in the second or any subsequent operating year; pupils residing in the school district in which the charter school is located; siblings of pupils already enrolled in the charter school

GUGCS will adhere to the following state legal requirements such that our admission policy will be non-sectarian; we will not discriminate against any student on the basis of ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by a school; admission shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, or national origin, religion or ancestry;

any child who is qualified under New York State law for admission to a public school is qualified for admission to GUGCS. The child must be five years old and up as of December 31 of the year he or she is in Kindergarten; and admissions shall be limited to students within the grade levels to be served by GUGCS.

GUGCS will also adhere to the admission prohibition policy such that we will not require parents to attend meetings/workshops as a condition for enrolling their student in the school; we will not have a narrow enrollment period (fewer than 30 days); we will not limit outreach or advertising to obscure media or community outlets; we will not give enrollment preference to children of members of the charter school's Board of Trustees or founders group; we will not require parents to sign agreements or contracts imposing certain responsibilities to the school, as a condition of enrolling their children; we will not mandate that students or parents agree with the school's mission or philosophy; and we will not give preference to or unduly target students interested or talented in a particular program featured by the school.

**Procedures for Student Withdrawal or Transfer:** GUGCS is a school of choice and it is necessary that families understand the mission of the school before deciding to enroll. The admissions process will provide parents and guardians with the information they need to make an informed choice. However, we realize there may be circumstances in which a parent or guardian wishes to transfer a child to a different school. In these instances, school leadership will offer to meet with the family and discuss the reasons for the desired withdrawal from the charter school, and seek solutions to any problems that may exist within the GUGCS community. This initial meeting will serve both to help staff remedy any problem and receive direct feedback from families who are opting for alternatives other than GUGCS. This feedback could help to bring about change in how GUGCS operates. Students will automatically be dropped from our roster when enrolled in another school. GUGCS will also discharge students with proof of changing residency. Students who have been charged of an offense by GUGCS, must attend a hearing where they may be legally represented, before the Board of Trustees regarding their discharge; all judgments are subject to appeal by the family. If a parent or guardian chooses to transfer their child to another school, staff at GUGCS will make every reasonable effort to help the student find a school that better serves the family's desires. The charter school will ensure the timely transfer of any necessary school records to the student's new school. GUGCS will follow all applicable rules and regulations regarding the discharge of students.



THE ASSEMBLY  
STATE OF NEW YORK  
ALBANY

CHAIRWOMAN  
EDUCATION COMMITTEE

COMMITTEES  
Rules  
Veterans  
Ways & Means

Corporations, Authorities & Commissions

CATHERINE NOLAN  
37<sup>TH</sup> Assembly District  
Queens County

The Regents of the University of the State of New York  
Charter School Office  
89 Washington Avenue  
Albany, NY 12234

March 18th, 2015

Dear Board of Regents,

I am writing to express my support for the replication of Growing up Green Charter School, a school in my Assembly District that has a focus on the timely issue of the environment and “green culture”. Growing Up Green Charter School has become a great asset to the Long Island City community. It gives District 30 students a unique progressive elementary education option. I am constantly meeting with parents in the district who are thrilled with their child’s education at Growing Up Green, and with many more who are interested in having their child attend the school.

Growing Up Green is not a for-profit or corporate sponsored charter school; instead, it is a local community effort and is a model of what a charter school working in partnership with a public school district can accomplish. In an overcrowded district like Community School District 30, Growing Up Green has been a welcome quality option for parents who are interested in a smaller and innovative learning environment for their children. For this reason, they are in high demand, with a waiting list of over 1,500 students. The school outpaced the district, city and the state in Math by a wide margin; on ELA tests they matched the district and outpaced both the city and state. Granting Growing Up Green’s request to replicate would give families and students in my district even more access to a great educational option.

Thank you for your time and consideration of this matter. If you have any questions or need any further information, please do not hesitate to contact my office. Again, I wish to voice my unequivocal support for Growing Up Green, and request on the behalf of my community that their request to replicate be granted.

Sincerely,

Catherine Nolan

kj

□ District Office – 61-08 Linden Street, Ridgewood, New York 11385 • (718) 456-9492, FAX (718) 417-4982

□ District Office – 41-02 Queens Boulevard, Suite 2B, Sunnyside, New York 11104 • (718) 784-3194, FAX (718) 472-0648

□ Albany Office – Room 836, Legislative Office Building, Albany, NY 12248 • (518) 455-4851, FAX (518) 455-3847

E-mail: nolanc@assembly.state.ny.us

March 6, 2015

10 AM

Presentation to families at Astoria Bluefeather Head Start Program,

Contact: Denise Polanco, Director

Presenters: Matthew Greenberg, Nora Kaiser

Matthew and Nora presented information on GUGCS and GUGCS II to families currently enrolled in Astoria BlueFeather Head Start Program. Astoria BlueFeather is located across the street from the Astoria Houses housing project, and serves members of the community, primarily black and latino families who qualify for title 1 funding. Many current GUGCS students attended Astoria Blue Feather and live in and around the housing project.

The presentation included information about application and enrollment in GUGCS, as well as the academic and social programs, unique features and special offerings at GUGCS, and GUGCS II. Families were given a pamphlet with more information about GUGCS and the web and email addresses to access more information about our current and proposed school. Families were also informed of the timeline for tours and applications to GUGCS, and for the planned opening of GUGCS II.

Families had many questions and concerns about their children's future elementary education. The following issues were raised and addressed:

- tuition
  - GUGCS and GUGCS II are free public charter schools
- students with IEPs
  - GUGCS serves students with IEPs in many ways: 1 ICT class per grade, push-in and pull-out academic support, in-house services- OT, Speech, SETTS
- class size
  - GUGCS and GUGCS II class size K-1: 28 students 2 full time teachers, 2-5: 28 students 1 teacher, ICT classes K-5: 28 students 1 General Education +1 Special Education classroom teacher
- bussing
  - GUGCS and GUGCS II offer free bussing to students who qualify
- lottery and enrollment of siblings
  - GUGCS lottery is free and open to all,
  - GUGCS maintains a wait-list for all children who did not gain spots through the initial lottery
  - Children who gain a spot at GUGCS through the regular lottery system will be able to bring siblings into the school at the same time

- Children who gain a spot at GUGCS through the waitlist may be able to bring siblings into the school, depending on seats available at that time.

In addition to addressing parent concerns voiced at the meeting, Matthew will follow-up with Denise Polanco via email to address additional concerns or questions.

From Denise Polanco

1- In order for our children to be successful at Growing Up Green, I believe that a strong support team to assist children with disabilities; especially those with social emotional delays and counseling mandates is necessary. In addition, our families are accustomed to attending parent support groups and having open communication with classroom staff and personnel in preferred language. Parent trainings/support groups held at various hours to accommodate working families is always a plus.

2- At a new school, parents would like to know what material is covered (we do month by month, but I know other schools may provide parents with an outline at the beginning of school year) and what resources they can access to support the development of their child in each area. Ongoing communication is something our families say they miss when they leave us. Since we are so small, they do not need to make an appointment far in advance to discuss any concerns they have and I am always visible. Families have contacted us regarding how they can help their children with homework, what resources they can obtain such as links, tutors, library, etc.

*Denise Polanco-Nieves*

Denise Polanco-Nieves  
Program Director/Principal  
Astoria Blue Feather Head Start  
27-07 8 Street, Astoria NY 11102  
[718-721-3960](tel:718-721-3960)/61  
[718-721-8820](tel:718-721-8820) (fax)

---

March 14, 2015  
10 AM  
Community Outreach at Ravenswood Community Center

GUGCS Representatives: Mollie Fox, Steve Viola, Anita Bagaria

**Parent Comments, Quotes, and Concerns:**

“We heard great things about Growing Up Green. Parents say excellent things about the school on charter school message boards and online discussions. The distance made the commute a little too far for us. This area needs more charter school options in different locations.”

“Different children learn differently. My youngest needs discipline and structure. Other children need more family collaboration. It is good to have different school options that have different cultures so everyone can find what they need.”

“I like schools that include art and music. It’s just as important.”

“I like schools that have uniforms. It provides a sense of structure.”

“Transportation is important. People would travel long distances to attend good schools, but good transportation options makes it so much easier.”

“There is a need for afterschool programs at schools in the neighborhood. We like that Growing Up Green 1/2 offer these.”

**From our GUGCS Tour**

Here are some items that parents spoke about today:

What are parents looking for?

1. Well rounded education for all students
2. Treating a child as a child
3. Tapping into the skills and talents of each individual child
4. Lots of physical activity indoors and outdoors
5. Different ways of learning, not just what is expected/mandated
6. Unconventional educational styles
7. The flow of communication b/w admin and teaching staff
8. High teacher retention
9. Stability until 8th grade

# Growing Up Green Charter School II



**Growing Up Green Charter School**  
Where learning blossoms.

# About Us

**Found and School Leader:** Matthew Greenberg

**Our Mission:** The Growing Up Green Charter School empowers children to be conscious, contributing members of their community through a rigorous curriculum and an engaging green culture. Graduates of GUGCS will be prepared to attend high-performing schools where their interdisciplinary academic foundation, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future.

## Locations

### Elementary School

**Address:** 39-37 28th Street, Long Island City, NY 11101

**School Day:** 7:55-3:15

**Grades:** K-5

### Middle School

**Address:** 36-49 11th Street, Long Island City, NY 11101

**School Day:** 7:45-3:00

**Grades:** 6 (Serving 6th-8th grades by Fall 2016)

# About Growing Up Green II

- The plan is for Growing up Green II to be located in District 30 and begin in Fall 2016 with Kindergarten and 1st grades.
- By the 2023-2024 School Year, we will serve grades K-8. Our total student population at all schools will be over 1,500 students. We will primarily serve students from District 30.
- GUGCS II will follow the same model as the current GUGCS
- GUGCS believes in teaching the whole child through hands on exploratory learning
- Responsive Classroom School: Create a culture of Belonging, Significance, and Fun
- Field Trips
- Green Focus
- Healthy Snacks

# Elementary School

Academic Area	Academic Program
Reading and Writing	LitLife supplemented with Teachers College Reading and Writing Units
Language	Wilson Foundations/Words Their Way
Guided Reading and Literacy Assessment	Fountas and Pinnell
Math	TERC Investigations Math in the City: Contexts for Learning, enVision Marilyn Burns Math Library
Science Lab	FOSS, Science Class Twice a Week
Explore and Discover (Social Studies)	Interdisciplinary thematic units, combining skill acquisition, teamwork and experiential learning
Specials	Physical Education, Music, Foreign Language, Art

# Middle School

Academic Area	Academic Program
Advisory	Development Designs, Small Groups, Organizational Management, Accountability, Daily Meetings
ELA	Use curriculum from Engage New York for reading and writing. In these units, students read and analyze texts, both fiction and nonfiction, to dig deeper into skills like inference, point of view, research, creating arguments and using evidence.
Math	Use Envision curriculum and supplemented with lessons from EngageNY. MS math develops student's problem-solving skills and improves quantitative- and abstract-thinking abilities.

# Middle School continued

Academic Area	Academic Program
Social Studies	Informed by Engage New York's Common Core Social Studies Framework and the NYC Dept. Of Ed. Social Studies Scope and Sequence. Students link connection between the cultures and their environments, as well the cause & effect relationship showing how the past affects our lives today.
Science	Organizing and analyzing data, following a written procedure independently, taking necessary safety precautions when working with potentially hazardous materials, use Lab-Aids Experiencing Science curriculum, curriculum allows students to work with a wide variety of materials through hands-on laboratory investigations, and provides space for meaningful reflection.
Specials	Physical Education, Music, Foreign Language, Art, Drama, Health

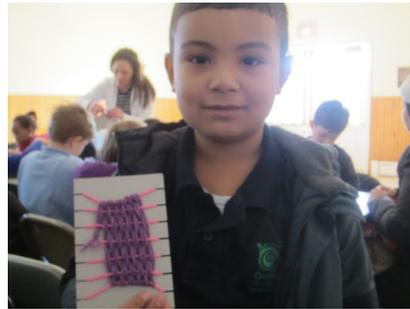
# Learning Community

**Special Education:** GUGCS is dedicated to meeting the social, emotional and academic needs of all learners. GUGCS provides special education services in general education classrooms in addition to Integrated Co-Teaching classrooms to those students with Individual Education Plans (IEPs).

**English Language Learners:** GUGCS is committed to serving English Language Learners through both push-in and pull out support by a team of ELL teachers.

**After School Programs:** A wide variety of after school Clubs are offered throughout the week and are taught by GUGCS teachers. Examples of clubs include: Study Hall, Chess Club, Soccer, Knitting, and Basketball.

**Family Involvement:** GUGCS firmly believes in the power of family participation in a child's learning. With a strong Parent Organization, we co-host parent nights and information sessions that cover academic topics as well as give families a chance to interact socially.



# Growing Up Green Charter School II

## Open Houses for Prospective Families for GUG

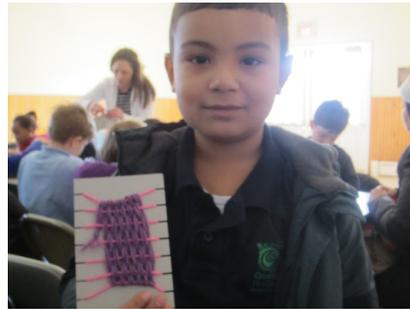
**Date/Time:** Friday, March 6<sup>th</sup> (9:30-10:15AM)  
**Location:** Astoria Blue Feather Head Start  
2707 8<sup>th</sup> Street, Astoria NY

**Date/Time:** Monday, March 9<sup>th</sup> (5:30-6:30PM)  
**Location:** Queens Public Library  
37-44 21<sup>st</sup> Street, Long Island City NY

**Date/Time:** Saturday, March 14<sup>th</sup> (10AM-11AM)  
**Location:** Ravenswood  
35-40 21<sup>st</sup> Street, Long Island City NY

**Date/Time:** Tuesdays, March 3<sup>rd</sup>, 10<sup>th</sup>, 17<sup>th</sup> - Q&A after regularly scheduled tours. Tours 9AM-10AM, Q&A 10AM-10:15AM  
**Location:** Growing Up Green Charter School  
39-27 28<sup>th</sup> Street, Long Island City NY

The plan is for Growing up Green II to be located in District 30 and begin in Fall 2016 with Kindergarten and 1<sup>st</sup> grades. Join us at this meeting to learn more information about our new elementary school as well as our mission, academic programs and the application process. Everyone is welcome! For more information, please visit [www.gugcs.org](http://www.gugcs.org) and view the "GUGII" section of our homepage or email [growingupgreen2@gugcs.org](mailto:growingupgreen2@gugcs.org)



# Growing Up Green Charter School II

Puertas Abiertas Para Las Prospectiva Familas para

GUG II

**Fecha/Hora:** Friday, March 6<sup>th</sup> (9:30-10:15AM)

**Ubicacion:** Astoria Blue Feather Head Start  
2707 8<sup>th</sup> Street, Astoria NY

**Fecha/Hora:** Monday, March 9<sup>th</sup> (5:30-6:30PM)

**Ubicacion:** Queens Public Library  
37-44 21<sup>st</sup> Street, Long Island City NY

**Fecha/Hora:** Saturday, March 14<sup>th</sup> (10AM-11AM)

**Ubicacion:** Ravenswood  
35-40 21<sup>st</sup> Street, Long Island City NY

**Fecha/Hora:** Tuesdays, March 3<sup>rd</sup>, 10<sup>th</sup>, 17<sup>th</sup> - Q&A after regularly scheduled tours. Tours 9AM-10AM, Q&A 10AM-10:15AM

**Ubicacion:** Growing Up Green Charter School  
39-27 28<sup>th</sup> Street, Long Island City NY

El plan es para Growing Up Green II se encuentre en el distrito 30 y comenzar en el otoño del 2016 con kinder y primer grados. Unase a nosotros en esta reunion para obtener mas informacion acerca de nuestra nueva escuela primaria, asi como nuestra mision, programas academicos, el proceso de solicitud. Todos son Bienvenidos! Para obtener mas informacion, por favor visite [www.gugcs.org](http://www.gugcs.org) y vea la seccion de nuestra pagina da web GUGII o correo electronico [growingupgreen2@gugcs.org](mailto:growingupgreen2@gugcs.org)

To Whom It May Concern,

Hello my name is Felicia Hargrave and I am a parent to one of the children that attend GUGMS. My daughter joined the GUGS family 2 years ago. She started in the 4th grade in the middle of the school year. Her teacher was Mr.Fererra, my daughter has struggled in the past with reading. When she entered GUG she was reading below 4th grade reading level. The staff at GUG took their time to work with her so that she could catch up to speed with her fellow classmates. I am happy to say that my daughter is now reading close to the 6th grade reading level and scores a little above average on the state test practice exams for the 6th grade. I owe a lot of her success to GUG...the time and dedication they take with their students show in how the students perform. This is why we need GUGS 2 I believe that the community will benefit from having the school. It will not only help children but also help parents in knowing that their children will get a great education while learning in a safe place.

Thank You,  
Felicia

NEW YORK  
STATE  
SENATE



SENATOR MICHAEL N. GIANARIS  
12<sup>TH</sup> DISTRICT

DEPUTY DEMOCRATIC CONFERENCE LEADER

March 19, 2015

Elizabeth Berlin  
Acting Commissioner  
New York State Education Department  
89 Washington Ave  
Albany, NY 12234

Dear Commissioner Berlin,

I write to express my belief that the administration of Growing Up Green School in western Queens is doing a very successful job of running a fine educational institution, placing it in high demand in our community. Parents in the area are very supportive of the school, and the 100 or so children who attend seem to benefit from the opportunity.

The current school boasts of a student body that is reflective of the great diversity of Queens itself, attracting families from the nearby Queensbridge and Ravenswood public housing developments as well as children that represent our neighborhood's great diversity. The school offers an interdisciplinary approach that focuses on core subjects, with an emphasis on science, hands-on work and the arts. It is my understanding that Growing Up Green credits its academic model, financial stability, low turnover among staff and family and high degree of parental involvement with its ever-growing enrollment waiting list of almost 1000 students.

As western Queens and District 30 are home to some of the most overcrowded schools in the city, Growing Up Green provides additional learning opportunities for an area sorely in need of classroom seats. I hope you take this into account in considering Growing Up Green's application, consistent with all applicable rules and regulations.

Sincerely,

A handwritten signature in cursive script that reads "Michael N. Gianaris".

MICHAEL N. GIANARIS  
State Senator



March 18, 2015

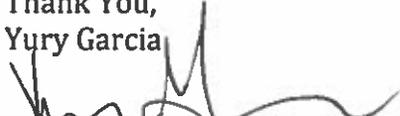
To Whom It may Concern:

I am the parent of a very smart fourth grader at Growing Up Green. We were welcomed at the school on January 2010. I am a Pre-School teacher and therefore we have always been selective of our children's education. We knew from the start that GUGCS was the right place for us.

I always knew in my heart that Growing up Green is a special place where children feel protected, respected and always listened to. It is extremely rewarding to watch children learn through hands on experiences. Children are given the opportunity to *express what they learn through various channels such as art, writing assignments, theater and play.* The loving teachers at our school allow children to be themselves and feel accepted. Teachers are always looking for innovative ways of teaching. They are aware of different styles of learning and make all the attempts to reach every child.

As a parent and community member I believe a second Growing Up Green would be a good idea because it would allow other families in our district the wonderful opportunities our children have had. GUGCS It is truly a beautiful, loving and stimulating place where children learn and grow to their fullest potential.

Thank You,  
Yury Garcia


3/16/15

I have three children attending Growing Up Green Charter School. My twin girls are in first grade and my son in second grade. This is our fourth year at the school (my son began GUGCS in Kindergarten and is in second grade for the second year).

I expect two things from a school. The first is that children are happy. The second is that they learn. Fortunately, GUGCS provides both.

Growing Up Green Charter School is a beautiful warm school that: instructs lessons that communicate to all learning modalities, welcomes parental involvement, has a strong special education department, and teaches the RRRs as well as so much more (like social/emotional skills, art, PE, music, Spanish, and science).

In other words, they reach 100% of the children.

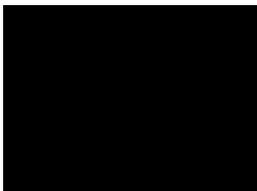
For example, my son has reading difficulties, is in an ICT class, receives OT, and SETSS. Growing Up Green has helped him steadily improve in reading. Moreover, and very importantly, the school has made him feel smart, successful, and confident.

My children are lucky to attend this fantastic school.

Therefore, I support GUGCS 2. A second school will give more children in district 30 the opportunity to receive an excellent education.

Sincerely,

Penelope Katsaras



March 7, 2015

## Letter of Support For Growing Up Green II

To Whom It May Concern:

I'm writing to express my support for Growing Up Green Charter School to open a second elementary school in District 30.

My son started at GUGCS in November of its first year as a transferring kindergartener. He was attending a local parochial school and I could see that he was not thriving in the way that I hoped he would. The school he was attending was exceptionally traditional in that he sat at a desk for most of the day and had very little movement. He came home very unhappy every day. My local district school was, at the time, very poor performing and I was not willing to risk his education at that school.

When I heard about this new school Growing up Green, I decided to take a look and see if it offered a more progressive and hands on education. When I went to visit I met with both the office manager and the school leader, Matthew Greenberg. I could not have been more impressed with both the school and the vision of where Matthew wanted the school to be in future years. And while the decision was tough, due to my concern at transferring my son in the middle of the year, I can honestly say that it was the best decision I have ever made in regards to my children.

I wanted a small, community oriented, progressive school and I'm happy to say that I have not been disappointed. Every day my children (my daughter started at GUGCS two years after my son) come home and regale me with stories about their learning that gets them excited and engaged. Over the years they've hatched chickens, built small boats to test velocity, learned about different cultures and performed Chinese dances. They've excelled academically and they are happy to go to school every day.

Last year my son had the opportunity to be in one of the school's ICT classes. He was one of the general education students, but the experience he had in this inclusion classroom helped him grow in more ways than just academically. As a child who was often frustrated with off task behavior of others, I watched him become friends with children who had behavioral issues and discover that some children just learn differently. He learned how to work with different students and by the end of the year and grown into this amazingly accepting individual. I could not have been more proud of both him and his two dedicated teachers. The fact that GUGCS has ICT classes in every grade truly shows that this is a school that believes that all children have the right to the best education possible and will do everything in their power to keep all types of learners, the strongest and the most challenging.

I truly believe that the biggest strength of GUGCS is Matthew's ability to attract and hire the highest quality educators. The teachers that my children have had over the years have been exceptionally strong. I've watched both my children flourish academically in subjects that weren't their natural strengths. I attribute this to teachers who make learning interesting and their ability to reach all students and all types of learners.

My family has been a part of GUGCS for the past six years. We've watched it grow from a small (two grades!) new, progressive school to one of the most sought after schools in District 30. I highly recommend that you approve a second Growing Up Green Charter School.

Sincerely,

Jennie Tehomilic

March 17, 2015

To Whom It May Concern,

I just wanted to take some time to express how much we enjoy Growing up Green and our daughter being part of a great school. I can't think of a school that could have made education any more special and fun than Growing up Green Charter School.

You truly are a standout because of your sheer dedication to your students. Especially when teaching math, you always make extra sure that my daughter understands the material. Without the brilliant teachers, my daughter never would have been able to master her subjects the way she does.

Being able to count on you for extra help and clarification is really special to me and shows me how much you care about the happiness and success of your students.

I will never forget all the fun activities you include in your classes to enhance learning. I especially love how you always relate the lessons to real-life examples that would allow the material to make more logical sense to my daughter and her classmates and always give us something to relate the lessons to. It makes it so much easier to recall the material when being tested on it or when we need it for homework.

Thank you for great school years and for always going the extra mile as educators. I appreciate it more than you will ever know. I fully support a replication of the school so that more students can have the same opportunities.

Sincerely,

Doha T Webster.

March 5, 2015

Dear Sir or Madam:

My son Radek Vasicek attends Growing Up Green Charter School in Long Island City, Queens. I encourage you to approve the application to open a second Growing Up Green Charter School in our community. There are many new families in Astoria and Long Island City that are looking for alternatives to their local public schools.

This is my son Radek's third year at this community-based, innovative elementary school, and it has been transformative for our entire family.

Three years ago, when Radek was attending P.S. 85 in Astoria, I was called into a conference with his Kindergarten teacher. I sat down and learned, much to my surprise, that my sometimes shy, often exuberant and highly social, five-year old, would hardly speak in her class. When she called upon him, he whispered, sometimes cried quietly, or didn't answer. He was slow to learn the rituals of her classroom, where to put things, and slow to transition from one location to another. His teacher had years of experience and was passionate about learning. I noticed that she also had extremely high expectations for a five-year old boy. My husband (also a teacher) and I wondered about the amount of homework Radek was getting each night (1 to 2 hours). At home, Radek had been unable to express his frustration what was happening in his classroom, but it was clear that he had already begun to dread going to school. He was feeling academic pressure in Kindergarten, and so were we.

In that same meeting, his Kindergarten teacher explained that Radek wasn't writing enough when it was time to copy the morning sentences from the blackboard. The stakes were high for a kindergartener; she wanted him to be able to read and write the sight words. She opened his notebook and compared his drawings to another student's notebook. Radek's drawings were small, intricate, and done in pencil; the other student filled all the empty space on the page and used a lot more color. She explained, Radek needed to work harder; we needed to push him. She was trying to help. I understood that she had a fixed definition of what it meant to be an intelligent Kindergartener. She worried he might not survive first grade in an academically successful public school. I worried that he would become disillusioned with learning because there wasn't enough play or creative outlets that I strongly believed should always be present in one's learning life.

Two months before the school year ended, I was called in again for another meeting with our Kindergarten teacher. She told us that we needed to make him do more, that we needed to push him. I tried to explain our point of view: it didn't matter to us how much he learned, or how fast he learned, we just wanted him to enjoy learning.

Each time I walked Radek to that school in the morning, I felt as if I were betraying him. We didn't have the financial means to send him to a private school. I made sure we entered the lottery for Growing Up Green Charter School, a second time. As a writer and

teacher who is dyslexic, I was deeply upset that my son was feeling inadequate about the way he learned. Our entire family internalized the stress that Radek was feeling at school and it impacted our home life in small and big ways.

The second week of first grade, we found out that a seat had become available at Growing Up Green, and so we moved him. His new teacher Ms. Nayar welcomed him with warmth and compassion. The GUGCS staff supported him as he adapted to the new setting. Within a few weeks, many of the teachers at the school knew his name. I was able to be more present in his classroom learning life at our charter school than I had at his old school. Over time, Radek settled in and began to approach learning with more enthusiasm.

In second grade, his teachers have celebrated Radek's intelligence and emailed us when he had bursts of growth creatively or academically. They have also encouraged and supported us as we went through an educational evaluation and discovered that Radek processes slowly and struggles with writing. His teachers are extremely interested in Radek's learning process and are committed to helping him.

For over ten years, I have been an adjunct lecturer at Lehman College (City University of New York) in the Bronx, where I teach theme-based writing courses. Most of my students come from New York City public schools, and I have noticed that too many enter college disillusioned with the learning process. They are reluctant to become part of their own educational journey. They are conditioned by the test-driven atmosphere of the public schools to see learning as something they must endure. They are unable to find new ways to explore what it means to be a reader, writer, and thinker in college. Throughout their first year, my goal is to help them cultivate their curiosity and fall in love with learning once again. It is wonderful to see them rebuild a relationship with their learning lives and become their own teachers. It is a huge shift for them and I admire their courage.

At Growing Up Green Charter School, I believe in Principal Matthew Greenberg's mission. The relationship a child has with learning is vital. Principal Greenberg believes in teaching the whole child, in teaching different kinds of learners, those who don't always fit into the box of a test. The latest research into the brain's ability to change itself (neuroplasticity) clearly shows that hands-on, experiential learning, creativity, play, music, and movement literally shapes our brains from childhood until old age.

At Growing Up Green, Principal Greenberg and the teachers are expanding the meaning of intelligence by finding inventive ways to make learning playful and three-dimensional. My son Radek has planted seeds, watched sunflowers grow, seen several generations of caterpillars feed on those sunflower leaves and watched them become butterflies. He has constructed a car from wood. He has made sculptures from recycled materials. He writes and illustrates stories. He plays chess. He visits the chickens at the back of the school and helps care for Zoo Zoo, the classroom guinea pig. On a field trip, he visited our local rooftop farm and watched a worm wiggle in his open palm while he learned about composting. He took a piece of lettuce from the earth and took a bite.

Recently Radek's teachers told me how he helped create a fairytale play of Jack and the Beanstalk. They described how he was innovative as he searched the coat closet for props; how he confidently directed his fellow classmates; how he embraced the role of Jack.

At Growing Up Green Charter School, music, art, gym, choir, language, science and environmental studies are part of Radek's week. From my own experience and my research into learning and the brain, I know that these classes will give him insight into math, reading, and writing; these classes will help him reflect on his world, these classes will help him develop his own personal philosophy. That is what is important to me, that is why we need more schools like Growing Up Green in our neighborhood.

Please allow Growing Up Green Charter School II to open and thrive.

Best wishes from a mother, writer, and teacher,



March 18, 2015

Dear Sir/Madam,

We are writing as the parents of three children attending Growing Up Green Charter School. Our oldest daughter is now in fifth grade and in her sixth year at Growing Up Green (GUGCS). Our twin girls are now first graders enjoying their second year at the school.

GUGCS is a stellar school on every level. Our oldest transferred in towards the end of her kindergarten year. She has always been a shy, quiet child who tries to do her best. Unfortunately because of her quiet ways she was often ignored in her first school as the teacher needed to pay attention to the more rambunctious five year olds.

From the first day she started at GUGCS, we have never looked back. The staff and leadership of GUGCS have this amazing ability to celebrate and nurture the emotional, social and academic abilities of each child. The focus on science and math is always in the forefront of the children's school day, and we are happy that our children are growing up with a true foundation of STEM skills that will serve them in their future academic and workforce endeavors. GUGCS teachers instill in their students the love of learning, to have pride in their work and to respect all of their "friends" in their school community.

Every morning my three children run to GUGCS with a smile on their face and an excitement about learning. All of my children are known by teachers, administrators and the leaders of the school by their first name, and appreciated for their kindness and warmth towards their classmates. Their confidence and skills grow every day. I know this would not be the case in all schools.

I hope you decide to approve the Charter for GUGCS II and give other deserving children this strong foundation of learning and prospects for a bright future.

Sincerely,

Joan and Peter Wang  
Parents of Anneliese, Lara and Helen Wang



---

Date: February 23, 2015

Dear Sir/Madam:

**Growing Up Green Charter School - Today's Investment Is Tomorrow's Present**

When one enters the house of Growing Up Green Charter School (GUGCS), one hears the children sharing their words of wisdom; reading, writing and computing as they are humming in harmony. Every day, the students begin their journey guided by dedicated teachers and staff. Equally, each student is being educated the importance of basic knowledge and skills.

***@ GUGCS, the students are being taught with intention, share ideas, focus on details, be discipline and respectful to themselves, one another, our homes and the Common Ground they share...***

Audrey Hang is our daughter and presently attend second grade at GUGCS. Since Kindergarten, we are grateful of the opportunity as Audrey is growing. Today, Audrey is learning to master the BASICS as tomorrow, Audrey will be a contributor - a building block of the future generation.

***Quality education is essential and should be available to every child. Growing Up Green Charter School provides such quality of education and services.***

Sincerely,

A handwritten signature in cursive script, appearing to read "Nha T. Hang".

**Nha T. Hang**

**Father of Audrey Hang**

March 16, 2015

RE: Growing Up Green Charter School II

To Whom It May Concern,

As a parent of two very happy children at Growing Up Green Charter School in Long Island City, I am writing to support the replication of our school for Community School District 30, Queens. Growing Up Green has made school a joy for my children, and I'd like more of my neighbors to receive the same gift of a great public education.

I am a parent of both a second and sixth grader at GUG. My son entered GUG as a second grader and my daughter followed a few years later in Kindergarten. I feel incredibly lucky for the progressive education they have received there. My children learn through doing due to the school's ongoing belief that the best learning happens outside the classroom. They go on field trips and use our great city as a learning lab. They have science lab twice a week and get to work with their hands as well as their minds. They have art and music and learn to solve problems by thinking outside of the box. GUG has been able to adopt the new Common Core standards while still keeping the lessons fresh and exciting.

Both my children are excited about school. My daughter loves to write, it has always come easy to her. Math she was not "a fan of." As a first grader last year, she was able to work in smaller groups during math. Her wonderful teacher, Ms. Mastrella, worked with her to "see her thinking" and now she loves math. She likes to play math games with her older brother and thinks it is fun! My son, a sixth grader, has made the transition to Middle School smoothly, thanks to the support he receives from his teachers and Advisor. He enjoys the hands on experiments he is doing in science lab and the creativity of his Social Studies teacher, Mr. Casimir, who brings history to life and makes it relevant to current events. At both the elementary and middle school, my children feel supported academically, with extra support when needed, and socially, with access to advisors and social workers.

The staff at GUG is comprised of some of the best educators in New York City. They teach from their heart. Even our support staff in Facilities and Operations shows care and respect to every member of our community. Each child is greeted everyday by name. They feel valued and learn to take pride not just in their class work, but their whole self. GUG teaches to the whole child. They use Responsive Classroom techniques throughout the school and this is the foundation of the GUG community. Although the population of the school reflects the extraordinary diversity of Northwestern Queens, all students have found a home at GUG.

Together we have built a strong community of like-minded families. In the past five years, with the support of a robust Parent Teacher Organization, the school had built a vibrant community that many of us feel is an extended family. GUG is extremely welcoming to families and encourages us to become partners in our children's education.

Growing Up Green is a model of a community school. Community School District 30 is overcrowded and lacks enough quality public school seats to help all our children reach their highest potential. We need more programs like Growing Up Green, so all my neighbor's children have the same opportunities as my children enjoy now.

I strongly recommend you grant the charter for Growing Up Green II. All children in Northwestern Queens deserve the best public education.

Best,

*Erin Boyle Acosta*  
Growing Up Green Parent

### Sample Elementary Student Schedule

<b>Period/Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>7:35 - 7:55</b>	Arrival/Breakfast				
<b>7:55 - 8:10</b>	Transition/Unpack				
<b>8:10 - 8:40</b>	Morning Meeting				
<b>8:45 - 9:40</b>	Literacy	Phonics 8:45-9:15  Spanish* 9:15-9:40	Math 8:45-9:55	Math 8:45-10:00	Literacy
<b>9:45 - 10:40</b>	Art	Science Lab 9:45-10:25  *Read Aloud from 10:25-10:40	Science Lab 10:00-10:40	Phonics/Centers 10:00-10:40	Music
<b>10:45 - 11:10</b>	Recess				
<b>11:15 - 11:40</b>	Lunch				
<b>11:45 - 12:00</b>	Quiet Time				
<b>12:00 - 12:40</b>	Phonics/Centers	Math	Literacy 12:00-1:00	Literacy 12:00-1:00	Math
<b>12:50 - 1:30</b>	ED Time	Music	Phonics/Centers 1:00-1:30	Choice Time	PE
<b>1:35 - 2:15</b>	Math 1:35-2:30	Literacy 1:35-2:30	ED Time	Art Planning Meeting	Spanish
<b>2:20 - 3:00</b>	Choice Time 2:30-2:55	Choice Time	PE	Green Living	ED Time Push In
<b>3:00 - 3:15</b>	Dismissal				

### Sample Elementary Teacher Schedule

<b>Period/Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>7:35 - 7:55</b>	Arrival/Breakfast				
<b>7:55 - 8:10</b>	Transition/Unpack				
<b>8:10 - 8:40</b>	Morning Meeting				
<b>8:45 - 9:40</b>	Literacy	Phonics 8:45-9:15  Prep 9:15-9:40	Math 8:45-9:55	Math 8:45-10:00	Literacy
<b>9:45 - 10:40</b>	Prep	Science Lab 9:45-10:25  *Read Aloud from 10:25-10:40	Science Lab 10:00-10:40	Phonics/Centers 10:00-10:40	Prep
<b>10:45 - 11:10</b>	Recess				
<b>11:15 - 11:40</b>	Lunch				
<b>11:45 - 12:00</b>	Quiet Time				
<b>12:00 - 12:40</b>	Phonics/Centers	Math	Literacy 12:00-1:00	Literacy 12:00-1:00	Math
<b>12:50 - 1:30</b>	ED Time	Prep	Phonics/Centers 1:00-1:30	Choice Time	Prep
<b>1:35 - 2:15</b>	Math 1:35-2:30	Literacy 1:35-2:30	ED Time	Prep	Prep
<b>2:20 - 3:00</b>	Choice Time 2:30-2:55	Choice Time	Prep	Green Living	ED Time Push In
<b>3:00 - 3:15</b>	Dismissal				

**Attachment 3b — GUGCS 2016-17 Calendar**

July 2016					August					September				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
				1	1	2	3	4	5				1	2
4	5	6	7	8	8	9	10	11	12	5	6	7	8	9
11	12	13	14	15	15	16	17	18	19	12	13	14	15	16
18	19	20	21	22	22	23	24	25	26	19	20	21	22	23
25	26	27	28	29	29	30	31			26	27	28	29	30
					22-30 Pre-Service 31 First Day of School					5 Labor Day 26 PD ½ Day				
October					November					December				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
3	4	5	6	7		1	2	3	4				1	2
10	11	12	13	14	7	8	9	10	11	5	6	7	8	9
17	18	19	20	21	14	15	16	17	18	12	13	14	15	16
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
31					28	29	30			26	27	28	29	30
3 Rosh Hashana 10 Columbus Day 12 Yom Kippur 24 PD ½ Day					11 Veteran's Day 14 PD ½ Day 21 Parent Conferences 24-25 Thanksgiving					12 PD ½ Day 26-30 Winter Holiday				
January 2017					February					March				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6			1	2	3			1	2	3
9	10	11	12	13	6	7	8	9	10	6	7	8	9	10
16	17	18	19	20	13	14	15	16	17	13	14	15	16	17
23	24	25	26	27	20	21	22	23	24	20	21	22	23	24
30	31				27	28				27	28	29	30	31
2 Winter Holiday 16 MLK Day					6 PD ½ Day 20 President's Day 27-28 Mid-Winter Recess					1-3 Mid-Winter Recess 23-24 Parent Conferences				
April					May					June				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
					1	2	3	4	5				1	2
3	4	5	6	7	8	9	10	11	12	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19	12	13	14	15	16
17	18	19	20	21	22	23	24	25	26	19	20	21	22	23
24	25	26	27	28	29	30	31			26	27	28	29	30
3 PD ½ Day 14-21 Spring Break					May: 29 Memorial Day					12 PD ½ Day 23 Last Day of School				

Key

	Student in session
	School Closed
	½ Day

First Day of School for Teachers: August 22, 2016  
 First Day of School for Students: August 31, 2016  
 Last Day of School for Students: June 23, 2017  
 Days of Instruction: 180

**Growing Up Green II Code of Conduct/Discipline Policy**

*[Note: the following includes information excerpted from the existing Growing Up Green Charter School 2014-15 Family Handbook, which is available upon request.]*

The GUGCS code of conduct/discipline policy provides due process while allowing GUGCS to take necessary actions in the best interests of the student body. Discipline will not be imposed without an investigation by the School, notice to the student and his/her parent/guardian of the reason for the disciplinary action and an opportunity for the student to provide his/her position.

**Student Disciplinary Code:** Admitted students and families are given clear expectations and rules for how students are to conduct themselves in school, while participating in school sponsored activities, and traveling to and from school. A list of non-negotiable rules is posted in all classrooms, as well as reviewed by the classroom teacher whenever they deem it necessary.

Failure to comply with the rules will result in disciplinary action. In all disciplinary matters students have the right to present their version of the relevant facts and circumstances. Based on the severity of the violation, disciplinary actions range from reflection periods to, short and long term suspensions, to exclusion from extracurricular activities, and if necessary expulsion. Law enforcement agencies may be contacted when needed to preserve safety.

<b>Discipline:</b>	<b>Implementation:</b>
Exclusion	Determined by the staff member running the extracurricular activity and the Dean of Students
Short-Term Suspension	Determined by the School Leader and the Dean of Students; a student may be removed from school for a period of up to five days
Long-Term Suspension	Determined by the School Leader and the Dean of Students; a student may be removed from school for a period of more than five days
Expulsion	Determined by the School Leader, the Dean of Students, and the Board of Trustees; a student may be removed from the school permanently

Provisions for Students with Disabilities:

GUGCS adheres to all applicable laws that pertain to students with disabilities. GUGCS complies with the requirements of the Individuals with Disabilities Act (IDEA), and adheres to every student’s right to due process. The School Leader and Dean of Students has the authority to suspend or remove a student as a disciplinary action in accordance with the IDEA, upon conferring with the Director of Special Education and Academic Team. Alternative instruction shall be provided in accordance with the IDEA. If a suspension may result in a disciplinary change of placement under the IDEA, GUGCS will work with the Department of Education Committee on Special Education (CSE) to ensure compliance with the IDEA and that due process is provided to the student. Please contact the main office for questions pertaining to

IDEA.

#### Extracurricular Activities

Students that participate in extracurricular activities must be following expectations in an exemplary fashion. They are required to wear their uniforms, do their school/homework, and obey the disciplinary code at all times. If a teacher or staff member feels as if a student needs to be excluded from a team or an activity they can suggest this to the staff member running the program, by which exclusion will be determined.

#### Short-Term Suspension:

The Dean of Students and the School Leader determine short-term suspension on a case-by-case basis. Any student that has committed any of the infractions listed below or similar infractions shall be subjected minimally to a short-term suspension enforced by the School Leader and Dean of Students:

- Attempt to assault any student or staff member
- Vandalize school property causing minor damage
- Endanger the physical safety of another by the use of force or threats of force, which reasonably places the victim in fear of imminent bodily injury
- Use forged notes or excuses
- Refusal to be in the classroom
- Cheat on exams or quizzes
- Steal, attempt to steal, or possess property known by the student to be stolen
- Trespass on school property
- Abuse school property or equipment
- Engage in acts of sexual harassment, including but not limited to physical contact or offensive sexual comments
- Make a false bomb threat or pull a false emergency alarm
- Possess tobacco or alcohol
- Repeatedly commit minor behavioral infractions, which, in the aggregate, may be considered an infraction subject to formal disciplinary action
- Commit any other act that school officials reasonably conclude warrants a disciplinary response
- Any actions that take place on the school bus, or off campus

#### Long-Term Suspensions:

Any student that has committed any of the infractions listed below or similar infractions shall be subjected minimally to a long-term suspension determined by the School Leader and Dean of Students:

- Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student at school
- Commit or attempt to commit arson on school property
- Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation,

- or marijuana on school property or at a school-sponsored event
- Assault any other student or staff member
- Intentionally cause physical injury to another person
- Vandalize school property causing major damage
- Commit an act, which school officials reasonably conclude warrants a long-term suspension
- Make false bomb threats or pull a false emergency alarm

#### Provisions to Implement Alternative Instruction Options:

Students removed for a period of five days or fewer will receive all classroom assignments and a schedule by to which to complete missed assignments and/or tests during the time of the suspension. GUGCS will provide additional alternative education instruction for a minimum of one hour for each school day during the 5 days. Instruction for each student shall be sufficient to enable the student to make adequate academic progress. Students removed for a period of more than five days will be provided with instruction by one or more of the following individuals in consultation with the student's teacher(s): teacher aides, individuals within a contracted facility. Instruction will take place in one of the following locations: the student's home, a contracted facility (school district in the location of the student), or a room that is used by GUGCS as a suspension room. All provisions of services during removal will be determined on a case-by-case basis, and will consider the needs of the suspended child.

#### Due Process

**Short Term Suspensions:** A short-term suspension is defined as an in-school or out-of-school suspension of five (5) days or less. The School Leader or Dean of Students may impose short-term suspension for serious cause to prevent immediate harm to the student and to the school atmosphere. If necessary, the student will be immediately removed from the class or the school. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension. When the school proposes suspending a student, the parent/guardian will be notified immediately either via in person, telephone, or email. The parent/guardian will also receive written notification of the suspension. The written notice will include:

- the reason(s) for the proposed suspension,
- the proposed duration of the suspension, and
- whether the proposed suspension will be in-school or out-of-school.

The written notice will also advise the parent/guardian that he/she will have the opportunity to attend an informal conference with the School Leader and Dean of Students or his/her designee. At an informal conference, the student and parent/guardian will be provided a full account of the student's actions and given an opportunity to deny or explain the charges. The School Leader may then, at his or her discretion, decide to impose lesser consequences than suspension if deemed necessary. The written notice and informal conference shall be in the parent/guardian's dominant language or a translation will be made.

### Long Term Suspensions and/or Expulsions

**Suspension:** When a suspension longer than five (5) consecutive days is the appropriate response to the student's behavior, the student and his/her parent/guardian have certain rights. These rights are:

- To be given written notice as to the charges pending against the student
- To be represented by counsel
- To be afforded a hearing by the School Leader or a hearing officer designated by the School Leader
- To present and challenge evidence on his/her own behalf  
To appeal the decision after the hearing to the Board of Trustees;
- To appeal the decision from the Board of Trustees to the school's authorizer; and
- To appeal the decision from the school's authorizer to the Commissioner of Education of the State of New York

When the School Leader or Dean of Students decides that a student's action warrants a possible long-term suspension, the School Leader or Dean of Students shall verbally inform the student that he or she is being suspended short-term and is being considered for a long-term suspension and state the reasons for such actions. The parent/guardian will then be notified immediately either via in person, telephone, or email. The parent/guardian will also receive written notification of the suspension. The written notice will include:

- the reason(s) for the proposed suspension,
- the proposed duration of the suspension, and
- the date, time and location of the suspension hearing and an explanation of the student's due process rights

The written notice will be provided in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that the student will have the right to be represented by counsel at the formal hearing and present and challenge evidence. The School Leader or his or her designee will conduct the hearing; after the hearing the School Leader or his or her designee will issue a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record.

**Expulsion:** When an expulsion is the appropriate response to the student's behavior, the student and his/her parent/guardian have certain rights. These rights are:

- To be given written notice as to the charges pending against the student
- To be represented by counsel
- To be afforded a hearing by a committee comprised of members of the school's Board of Trustees
- To present and challenge evidence on his./her own behalf  
To appeal the recommendation of the Board committee that conducted to the hearing to the full Board of Trustees;
- To appeal the decision from the Board of Trustees to the school's authorizer; and
- To appeal the decision from the school's authorizer to the Commissioner of Education of

the State of New York

When the School Leader decides that a student's action warrants a possible expulsion, the School Leader or Dean of Students shall verbally inform the student that he or she is being suspended short-term and is being considered for an expulsion and state the reasons for such actions. The parent/guardian will then be notified immediately either via in person, telephone, or email.. The parent/guardian will also receive written notification. The written notice will include:

- the reason(s) for the proposed expulsion, and
- the date, time and location of the expulsion hearing and explanation of the student's due process rights

The written notice will be provided in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that the student will have the right to be represented by counsel at the hearing conducted by the School Leader or a hearing officer appointed by the School Leader and the opportunity to present and challenge evidence. The written notice will also state that the student has the right to appeal the hearing decision before the GUGCS Board of Trustees. The Board of Trustees will review the hearing decision and the parent/guardian and student will have an opportunity to verbally respond at the board meeting at which the Board considers the appeal.. The Board will then vote to accept or modify the hearing decision after which it will issue a written decision to be sent to the student, the parent/guardian, and the student's permanent record.

#### Provisions for Students with Disabilities:

The School Leader and Dean of Students will have the authority to suspend or remove a student as a disciplinary action, upon conferring with the Director of Special Education, Director of Instruction, School Counselors, and the Board of Trustees. GUGCS will adhere to all Code of Federal Regulations on discipline provisions for students with disabilities that pertain to sections 300.530, 300.532(a), 300.532 (b), 300.533, 300.534, and 300.536. GUGCS will ensure record keeping on the number of days a student with a disability has been suspended or removed for discipline reasons. This responsibility will fall to the Dean of Students, who will keep in close communication with the Director of Instruction, the Director of Special Education and the School Leader. Alternative instruction will be provided for students in accordance with the IDEA. This responsibility will be that of the Director of Special Education, in direct communication with the school leader. GUGCS will also ensure that parents and students with disabilities receive appropriate notification regarding suspensions or removals for disciplinary reasons. This will be the responsibility of the School Leader and Dean of Students, working closely with the School Counselors and Director of Special Education.

When a suspension or removal of a student with a disability constitute a disciplinary change of placement, the School Leader, Dean of Students, Director of Instruction, Director of Special Education and School Counselors will notify the parent/guardian of the student in writing of the disciplinary action and provide the procedural safeguards notice to the parents as required under the IDEA. GUGCS will immediately notify the CSE in writing, upon the earlier of (1) the

actual removal of the student or (2) the decision to remove and change the placement of the student. GUGCS will recommend to CSE the GUGCS personnel that should form part of the Manifestation Determination Review (MDR) Team. GUGCS will work closely with the CSE to assist in the MDR as required by the IDEA and to ensure the student is provided with a free appropriate public education (FAPE) as defined in the IDEA regulations

### Harassment, Intimidation, and Bullying Policy

GUGCS is a community in which respect for others is an integral value. In accordance with state and federal law, the school provides equal educational opportunities for all of our students without regard to race, religion, nationality, gender, gender identity, sexual orientation, disability or socio-economic condition.

We believe strongly in the inherent dignity of each member of the community. Therefore, we cannot tolerate any instance of harassment, intimidation, or bullying that target or impacts any member of our community.

**Harassment:** Harassment may include any behavior which threatens or intimidates another person or which creates a hostile or offensive educational or social environment for students. Thus, harassment between students, between adults, from adult to student, or from student to adult cannot be tolerated.

Harassment is a form of discrimination and can take many forms. It may be, but is not limited to:

- Words, signs, gestures, offensive jokes, cartoons, pictures, posters, or digital media
- Postings or comments made on social media
- Email jokes or statements, electronic downloads or files
- Pranks
- Psychological or physical intimidation
- Physical assaults, contact, or violence

Harassment is not necessarily sexual in nature; it may be based on an individual's physical appearance or personal characteristics. It may also take the form of other vocal activity including derogatory statements not directed to the targeted individual but taking place within their hearing. It may include displaying or circulating written material such as notes, photographs, cartoons, digital media, and/or articles of a harassing or offensive nature.

**Sexual Harassment:** The U.S Department of Education defines sexual harassment in the following terms: "Sexual harassment is conduct that: 1. is sexual in nature; 2. is unwelcome; and 3. denies or limits a student's ability to participate in or benefit from a school's education program.

Sexual harassment can take different forms depending on the harasser and the nature of the harassment. The conduct can be carried out by school employees, other students, and non-employee third parties, such as a visiting speaker. Both male and female students can be victims of sexual harassment, and the harasser and the victim can be of the same sex.

The conduct can occur in any school program or activity and can take place in school facilities, on a school bus, or at other off-campus locations, such as a school-sponsored field trip or a training program at another location. The conduct can be verbal, nonverbal, or physical.”

This type of behavior will not be considered harmless if it makes a person uncomfortable or creates an intimidating, hostile, or offensive environment.

The use of sexuality to harass is best seen as an assertion of power. This includes most easily identifiable acts of verbal, written, or physical abuse, as well as more subtle but equally damaging forms of harassment such as graffiti, epithets, and general stereotyping. Examples of sexual harassment may include but are not limited to:

- Unwanted touching or pinching
- Brushing up against someone deliberately
- Blocking or other physical intimidation
- Taunting, making slurs, or making jokes
- Making condescending remarks based on a person’s gender or sexual orientation
- Following or stalking
- Gesturing obscenely or suggestively
- Leering or giving sexually suggestive looks
- Asking inappropriate or intrusive questions
- Making repeated and unwanted sexual propositions
- Displaying or transmitting offensive images or words
- Using the Internet for harassment

**Bullying:** As part of our School’s commitment to creating a safe environment, every student must respect the rights of others and ensure a school free from bullying in all its forms.

Bullying is unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated over time. Bullying is a physical, verbal, or other intimidating act that causes physical or emotional harm to an individual or group. Online or cyberbullying is defined as any intentional electronic written or graphic act or series of acts by an individual directed at others, that is severe, persistent, or pervasive. Acts of bullying may have effects such as:

- Encouraging others to engage in bullying
- Instilling fear in the person being bullied
- Disparaging an individual’s character
- Interfering with a student’s education
- Creating a threatening school environment
- Disrupting school operations
- Taking, defacing, damaging, or destroying property

All acts of bullying are prohibited.

### **Response Procedures to Harassment, Intimidation, and Bullying**

A student or adult who has witnessed or experienced acts of harassment, intimidation, or

bullying has a choice of responses:

- Confront the harasser or bully directly to convey that the action is unacceptable and against school policy.
- Confer with a trusted adult staff or faculty member to report their experience and plan a course of action.
- Confer with the school counselors to report their experience and plan a course of action.

The school will respond promptly to any allegations of harassment, intimidation, or bullying, always keeping in mind the respect and confidentiality due to all students. Confirmed incidents of harassment, intimidation, or bullying are considered violations of school policy and are subject to disciplinary action.

**Growing Up Green Charter School**

**ARTICLE I: NAME**

The name of the corporation is Growing Up Green Charter School II, a New York not-for-profit education corporation (the “School” or the “Corporation”).

**ARTICLE II: MEMBERS**

The Corporation shall have no members.

**ARTICLE III: OFFICES**

The principal office of the School shall be located in Queens County, State of New York, at such address as may be established by the Board of Trustees (the “Board”) from time to time.

**ARTICLE IV: BOARD OF TRUSTEES**

**A. Powers and Duties.**

1. **General Powers.** The authority, rights, powers and duties of the School shall be possessed by, vested in and exercised exclusively by the Board of Trustees. The Board shall conduct, manage and direct the property, business and affairs of the School in accordance with the purposes, powers and limitations set forth in Certificate of Incorporation, the Education Law of the State of New York (“Education Law”), the Not-for-Profit Corporation Law of the State of New York (“NPCL”), the General Municipal Law, as applicable, the Charter of the School (“Charter”) and these Bylaws (“Bylaws”).
2. **Specific Powers.** Without limiting the generality of the powers hereby granted to the Board, the Board shall have the following specific powers; provided however, that nothing shall prevent the Board from delegating decision-making authority to officers, employees and agents of the School, as permitted by applicable law.
  - a. to elect and remove trustees;
  - b. to select and remove officers, employees and agents of the School; to prescribe powers and duties of officers, employees and agents of the School; and to fix the compensation, if any, of officers, employees and agents of the School;
  - c. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations ;

- d. to cause the School to enter into contracts, leases and other agreements which are, in the Board’s judgment, necessary or desirable to promote the interests of the School;
  - e. to cause the School 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 on behalf of the School;
  - f. to cause the School to incur debt and execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities on behalf of the School;
  - g. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person’s status as such, subject to the applicable provisions of the Not-for-Profit Corporation Law and the limitations noted in these By-laws.
- B. Number of Trustees.** The number of Trustees that shall constitute the entire Board shall not be less than five (5). Subject to such minimum, the number of Trustees may be increased or decreased from time to time by the Board, but such action by the Board shall require a vote of the majority of the entire Board and no decrease shall shorten the term of any incumbent director. In addition to the voting Trustees, which shall be at least five (5) in number as set forth above, there shall be one (1) parent trustee (the “Parent Trustee”) from the School who shall participate as non-voting Trustee of the Board. The School Leader or any employee of the School shall not be a trustee; however, the School Leader shall be invited to observe all meetings of the Board except for an executive session at which the School Leader’s performance or salary shall be discussed unless his or her presence is otherwise requested by the Board.
- C. Election of Trustees; Term of Trustees.**
- 1. **Terms.** Trustees elected shall hold office for a two (2) year term except that the Parent Trustees shall hold office for a one (1) year term. Trustees may be elected to any number of consecutive terms.
  - 2. **Qualifications.** The Board may elect any person who is eligible under the General Municipal Law and other applicable laws rules and regulations, is not an employee of the School and who is at least eighteen (18) years old

and who, in its discretion, it believes will serve the interests of the School faithfully and effectively

3. **Interested Persons.** Consistent with the applicable provisions of the General Municipal Law, the School shall take pains to avoid potential conflicts of interest posed by interested person serving on the Board. In any event, not more than forty percent (40%) of the persons serving on the Board may be interested persons. An “interested person” is: (1) any person currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.
  4. **Election.** The Board shall elect the Trustees by the vote of a majority of the Trustees then in office. Trustees-elect assume office subject to approval by the charter entity.
  5. **Vacancies.** A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these By-laws, or upon a Trustee’s death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.
  6. **No Amendment to Term.** A Trustee’s term shall not be extended or shortened beyond that for which the Trustee was elected by an amendment of the Bylaws or other Board action.
- D. Removal of Trustees.** The Board may remove or suspend a Trustee with cause by vote of a majority of the entire Board on examination and due proof of the truth of a written complaint by any Trustee of misconduct, incapacity or neglect of duty, in accordance with Section 226(8) of the Education Law and other such sections of the Education Law and the Not-for-Profit Corporation Law, which may be applicable provided that the Board shall give at least one week’s notice of the proposed action to the accused and to each Trustee.
- Without Cause.** At any time, the Board may remove a Trustee without cause by an affirmative vote of all the Trustees (other than the Trustee subject to removal).
- E. Resignation by Trustee.** Any Trustee may resign at any time by delivering a resignation in writing to the Chair or Secretary. The resignation shall take effect at any time specified therein, and if no time be specified, at the time of its receipt. The acceptance of a resignation by the Chair or Secretary, unless

otherwise specified therein, shall not be necessary to make it effective. Any Trustee who fails to attend three (3) consecutive Board meetings without excuse accepted as satisfactory by a majority of the Board shall be deemed to have resigned.

- F. **Compensation of Trustees.** The School shall not pay any compensation to Trustees for services rendered to the School in their capacity as Trustees, except that Trustees may be reimbursed for documented and reasonable out of pocket expenses incurred in the performance of their duties to the School.

#### **ARTICLE IV: MEETINGS OF THE BOARD**

- A. **Place of Meetings.** Board meetings shall take place at the School, and prior to the School having a facility, at such place as the Board may designate from time to time in accordance with Article 7 of the Public Officers Law of the State of New York (the “Open Meetings Law”).
- B. **Annual Meeting.** An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.
- D. **Regular Meetings.** Regular meetings of the Board shall be held monthly, and at such times as the Board may require from time to time.
- E. **Special Meetings.** A Special Meeting shall be held at any time called by the Chair, or in his or her absence by the Vice Chair, upon written request of three Trustees. Seniority shall be according to the order in which the Trustees are named in the charter or subsequently elected.
- F. **Notice to Trustees and Waiver of Notice.** Regular meetings may be held without notice of the time and place if such meetings are fixed by the Board. Notice of the time and place of the annual meeting, and each regular meeting not fixed by the board and each special meeting of the Board, shall be (i) delivered to each Trustee by email or facsimile or (ii) mailed to each trustee, postage prepaid, addressed to him or her at his or her residence or usual place of business (or at such other address as he or she may have designated) via mail first-class postage prepaid; or by a courier service or overnight delivery service at least three (3) days before such meeting. If an item to be voted on is an amendment to the Bylaws, this intention must be so stated in the notice of the meeting and in the case of a special meeting, the purpose of the meeting shall also be stated in the notice. Notice of a meeting need not be given to a Trustee who submits a signed waiver of notice whether before or after the meeting or signs an approval of the minutes of the meeting or who attends the meeting

without protesting the lack of notice to him or her prior to or at the commencement of the meeting.

**G. Notice to Public.** Public notice of all Board meetings shall be given in accordance with the Board’s adopted procedures which shall incorporate the notice requirements of the Article 7 of the Public Officers Law. The notice shall include the time and place of the meeting and shall include any location from which a Trustee is participating via video-conference, such that the public may attend the meeting from that location as well.

**H. Rules.** Meetings of the Board shall be governed by the following rules:

1. **Quorum.** Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.
2. **Voting.** Except as otherwise provided by law or by these Bylaws or applicable law, the vote of a majority of the Trustees present at any meeting at which there is a quorum shall be the act of the Board.

**ARTICLE V: ACTION BY THE BOARD**

**A. Action by the Board.**

1. **Actions Taken at Board Meetings.** Any business may be transacted and any corporate action may be taken at any regular or special meeting of the board of trustees at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these by-laws. Except as otherwise provided by statute or by these by-laws, the vote of a majority of the board present at the time of the vote, if a quorum is present at such time, shall be the act of the board. If at any meeting of the board there shall be less than a quorum present, the trustees present may adjourn the meeting until a quorum is obtained.
2. **Board Participation by Other Means.** In all events, a quorum of trustees must be present to lawfully conduct a board meeting of the school. To the extent permitted by article 7 of the public officer’s law, trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional trustees may participate in a board meeting through conference telephone or similar communication equipment, provided that all trustees participating in such

meeting can hear one another and there is no objection from any trustee or any person in the public audience. Trustees participating other than in-person or by live video-conferencing shall not vote. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe, and the location of such site shall be included in the public notice of the meeting. All meetings of the board are subject to the provisions of the open meetings law.

- 3. **Executive Session.** Upon a majority vote of the entire Board, taken in an open meeting pursuant to a motion identifying the general area or areas of the subject or subjects to be considered, the Board may conduct an executive session consistent with the Open Meetings Law, provided, however, that no action by formal vote shall be taken to appropriate public moneys.

**B. Committees.**

- 1. **Appointment of Committees.** The Board may create committees for any purpose. The Chair of the Board shall appoint members to and designate the chairs of such committees. A Board committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the Chair of the Board, except that any executive committee of the Board shall comprise not fewer than five Trustees.
- 2. **Standing Committees.** The board shall have the following standing committees: an Executive Committee (with at least five (5) Trustees, chaired by the board chair ) and a Finance/Audit committee (chaired by the treasurer). Additional chairs and committee members of these standing committees shall be elected by a majority vote of the board.
- 3. **Authority of Board Committees.** The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:
  - a. The election of trustees;
  - b. Filling vacancies on the board or any committee which has the authority of the board;
  - c. The amendment or repeal of the by-laws or the adoption of new by-laws; and

d. The appointment of other committees of the board, or the members of the committees.

4. **Procedures of Committees.** The board may prescribe the manner in which the proceedings of any board committee are to be conducted. In the absence of such prescription, a board committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the committee are subject to the provisions of these by-laws and the open meetings law with respect to the calling and notice of meetings.

**C. Standard of Care.**

1. **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. one or more officers, employees or agents of the School whom the Trustee believes to be reliable and competent in the matters presented; and
- b. legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person’s professional or expert competence; and
- c. a committee on which the Trustee does not serve, duly designated in accordance with a provision of the School’S Charter or Bylaws, as to matters within its designated authority.

A Trustee is only entitled to rely on such information, opinions, reports or statements if the Trustee believes such persons and/or committees merit confidence and the Trustee acts in good faith, and with that degree of care described above, and after reasonable inquiry when the need is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

- 3. **Investments.** While monitoring and causing the School to make investments, the Board shall exercise the standard of care described above in Paragraph V.C.1. and shall 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 these powers to committees or officers, provided that those powers are exercised within the ultimate direction of the Board.
  
- D. **Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, provided that such inspection is conducted at a reasonable time during business hours and after reasonable notice. Such right of inspection and copying will be 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.
  
- E. **Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions that take place at any executive session (which are sessions of the Board not open to the public and in which only certain issues may be discussed as described fully in the Open Meetings Law). Any Trustee violating this confidence may be removed from the Board for cause.

**ARTICLE VI: OFFICERS, EMPLOYEES AND AGENTS**

- A. **Officers.**
  - 1. **Number and Qualifications.** The officers of the Board shall be a Chair, Vice Chair, Secretary and Treasurer. The Board may also have such other officers as the Board may from time to time appoint. One person may hold more than one office in the Board except that neither the Secretary nor Treasurer may serve concurrently as the Chair. No instrument required to be signed by more than one officer may be signed by one person in more than one capacity.
  
  - 2. **Election and Term of Office.** The officers of the Board shall be elected for a two (2) year term at an annual meeting of the Board or at such time as otherwise designated by the Board, and each shall continue in office until his or her successor shall have been elected, or until his or her death, resignation, removal or expiration of term as a Trustee. For the avoidance of doubt, a Trustee’s term as officer shall not exceed or extend a Trustee’s term as Trustee.

3. **Chair: Powers and Duties.** The chair of the Board (the “Chair”) shall preside at all meetings of the Board and any Executive Committee. The Chair shall have general supervision of the affairs of the School and shall keep the Board fully informed about the activities of the School. The Chair is authorized to sign and execute, in the name of the School, all contracts authorized either generally or specifically by the Board, unless the Board shall specifically require an additional signature. The Chair shall have such other powers and duties as these Bylaws may prescribe and may be assigned by the Board from time to time.
4. **Vice Chair: Powers and Duties.** A vice chair (the “Vice Chair”) shall have such powers and duties as may be assigned to him or her from time to time by the Board. In the absence of the Chair, the Vice Chair shall perform the duties of the Chair and, when so acting shall have all the powers of the Chair and be subject to the restrictions of the Chair.
5. **Secretary: Powers and Duties.** The secretary (the “Secretary”) shall keep or cause to be kept, the minutes of all meetings of the Board and its committees in books provided for that purpose, noting the time and place of the meeting, whether it was an annual, regular or special meeting (and if special, how authorized), the notice given, the names of those present, and the proceedings. The secretary shall also keep or cause to be kept the records described in Article IX of these Bylaws. The Secretary shall be responsible for giving and serving of all notices of the School. The Secretary shall perform all the duties customarily incidental to the office of Secretary, subject to the control of the Board, and shall have such other powers and duties as these Bylaws may prescribe and as may be assigned by the Board from time to time.
6. **Treasurer: Powers and Duties.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School’s properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School’s monies and other valuables in the School’s name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School’s funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the School’s financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

7. **Vacancy.** If the office of any officer becomes vacant by reason of death, resignation, retirement, disqualification, removal from office, or otherwise the Board by a majority vote of the Trustees present any meeting at which a quorum is present, may choose or appoint a successor or successors who shall hold such office for the unexpired term and until the election of his or her successor, unless otherwise prescribed by the Board.

**B. Other Officers.** The Board may from time to time appoint such other officers as it shall deem necessary, each of whom shall serve at the pleasure of the Board, and shall have such authority and perform such duties, if any, as the Board may from time to time determine.

**C. Removal and Resignation.** Any officer of the Board may be removed with or without cause by a vote of a majority of the entire Board. Any officer may resign at any time by delivering a resignation in writing to the School .The resignation shall take effect at any time specified therein, and if no time be specified, at the time of its receipt.

**D. Compensation.** The School shall not pay any compensation to any officer of the Board in their capacity as officers. Officers may be reimbursed for documented and reasonable out of pocket expenses incurred in the performance of their duties to the School.

**ARTICLE VII: SELF-DEALING TRANSACTIONS**

The Board shall not engage in any self-dealing transactions, except as approved by the Board and permitted by applicable Law (including such applicable provisions of the General Municipal Law, Education Law and Not-For-Profit Corporation Law). “Self-dealing transaction” means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest (“interested Trustee(s)”). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board’s general standard of care: a transaction that is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School and without favoritism, and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.

**ARTICLE VIII: NON-DISCRIMINATION**

In all of its dealings, neither the School nor its duly authorized agents shall discriminate against any individual or group on the basis of race, color, creed, sex, age, culture, national origin, marital status, sexual preference, mental or physical disability or any category protected by law.

**ARTICLE IX: BOOKS AND RECORDS**

The Board shall cause to be kept, at their principal offices, correct and complete books and records of account of its activities and transactions, including a minute book, which shall contain a copy of the Certificate of Formation, the Charter, the School IRS 501(C)(3) Determination Letter, and these Bylaws, with amendments, and all minutes of meetings of the Board and its committees thereof.

**ARTICLE X: NO PERSONAL LIABILITY**

The Trustees, officers, employees and agents of the School shall not be personally liable for any debt, liability or obligation of the School. All persons, corporations, limited liability companies, limited partnerships or other entities, organized in the United States of America or any foreign jurisdiction, extending credit to, contracting with, or having any claims against the School, may look only to the funds and property of the School for payment of any such contract or claim, or for the payment of any debt, damages, judgment or decree, or of any money that may otherwise become due or payable to them from the School.

**ARTICLE XI: INDEMNIFICATION AND INSURANCE**

- A. Exculpatory Provision.** None of the School’s current or former Trustees or officers (each, an “Indemnified Person”) shall be liable, directly or indirectly, to the School for any act or omission taken or omitted by such Indemnified Person in the course of performing his or her duties in good faith, provided that such act or omission did not constitute gross negligence, fraud or willful violation of the law or a breach of such Indemnified Person’s duty to the School.
- B. Indemnification.** The School shall, to the fullest extent now or hereafter permitted by applicable law, indemnify every Indemnified Person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he or she was or his or her testator was a Trustee, officer, director, employee, shareholder, member, partner or other agent of the School or of any corporation, limited liability company, limited partnership or other entity, organized in the United States of America or any foreign jurisdiction, which he or she served as such at the request of the School, against all judgments, fines, amounts paid in settlement and reasonable expenses, including reasonable attorneys’ fees. No indemnification may be made if a judgment or final adjudication adverse to such Indemnified Person establishes that (i) his or her acts were committed in bad faith, or constituted gross negligence or were the result of his or her active deliberate dishonesty and were material to such action or proceeding or (ii) he or she personally gained in fact a financial profit or other advantage to which he or she was not legally entitled in the transaction or matter in which indemnification is sought.

- C. **Advance of Expenses.** Expenses, including attorney fees incurred by an Indemnified Person, in an investigation, defense or settlement of any claim that may be subject to a right of indemnification hereunder may be advanced by the School prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the Indemnified Person to repay such amount if it shall ultimately be determined that the Indemnified Person is not entitled to be indemnified by the School.
  
- D. **Non-Exclusivity.** The right of any Indemnified Person to the indemnification or advance of expenses provided herein shall be cumulative of, and in addition to, any and all rights to which such Indemnified Person may otherwise be entitled by contract or as a matter of law or equity, and shall extend to such Indemnified Person’s successors, assigns and legal representatives.
  
- E. **Notices of Claims.** Promptly after receipt by an Indemnified Person of notice of the commencement of any action or proceeding or threatened action or proceeding involving a claim that may be subject to a right of indemnification hereunder, such Indemnified Person will, if a claim for indemnification in respect thereof is to be made against the School, give written notice to the School of the commencement of such action; provided, however, that the failure of any Indemnified Person to give notice as provided herein shall not relieve the School of its obligations under this Article XI, except to the extent that the School is actually prejudiced by such failure to give notice. Each such Indemnified Person shall keep the Chair apprised of the progress of any such proceeding.
  
- F. **Burden of Proof.** In any dispute as to indemnification between the School and a person claiming indemnity, the burden of proof shall in all events, and as to all elements of any claim or defense, be on the School.
  
- G. **Insurance.** The School shall have the power to purchase and maintain insurance to indemnify its Trustees, officers, employees and agents to the fullest extent permitted by this Article XI and applicable law.

**ARTICLE XII: OTHER PROVISIONS**

- A. **Fiscal Year.** The fiscal year of the School shall begin on July 1 of each year and end on June 30 of the next year.
  
- B. **Audit.** There shall be an annual audit of the School’s finances by a fully qualified accounting firm. The Finance Committee shall be responsible for selecting and engaging the firm and shall provide copies of the auditors’ report to all the Trustees.
  
- C. **Execution of Instruments.** Except as otherwise provided in these Bylaws, the Board may at any time authorize one or more officers, employees or agents to

enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. Under no circumstances shall an officer, employee or agent enter into any contract, execute or deliver any instrument, or otherwise suggest that an activity takes place under the auspices of or in connection with the School without prior authorization from the Board.

- D. Checks and Notes** Check requests for amounts of \$25,000.00 or greater must be signed by the School Leader, with the second signature the Board Chair, Treasurer, or Director of Operations
- E. Conflict of Interest.** The Board shall adopt a Conflict of Interest Policy. The Conflicts of Interest Policy shall provide that no Trustee, Officer, employee or committee member shall have an interest, direct or indirect, in any contract when such Trustee, Officer, employee or committee member, individually or as a member of the Board or committee, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above (subject to certain exceptions allowed under Section 802 of the General Municipal Law). The Conflict of Interest Policy shall also provide that the Treasurer shall not have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of the School. Any Trustee, Officer, employee or committee member with such an interest shall make a prompt, full and frank disclosure of his or her interest to the Board or committee. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the School's interest. The Conflict of Interest Policy shall also provide that no Trustee, officer, employee or committee member shall (i) directly or indirectly solicit, accept or receive any gift having a value of fifty dollars (\$50) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him or her in the performance of his or her official duties, or was intended as a reward for any official action on his or her part; (ii) disclose confidential information acquired in the course of his or her official duties or use such information to further her or her personal interests; (iii) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he or she is an officer, member or employee or of any municipal agency over which he or she has jurisdiction or to which he or she the power to appoint any member, officer or employee; or (iv) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit

the fixing of fees based upon the reasonable value of services rendered. This provision is intended to comply with Sections 800-804, 804-a, 805, 805-a, 805-b and 806 of the General Municipal Law, and shall be interpreted in accordance with those provisions. To the extent of any conflict between any provision of these By-laws and those provisions of the General Municipal Law, those provisions of the General Municipal Law shall control.

- F. Construction and Definitions.** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the NPCL and the Education Law shall govern the construction and interpretation 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 school 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.
- G. Interpretation of Open Meetings Law.** To the extent there is any conflict between any provision of these Bylaws and the Open Meetings Law, the Open Meetings Law will control.
- H. Interpretation of Charter.** To the extent there is any conflict between any provision of these Bylaws and the Charter, the Charter will control, except with regard to the constitution and functioning of the Board as mentioned in Articles III and IV, where the provisions mentioned in the Bylaws will control. References in these Bylaws to the Charter shall include all amendments thereto or changes thereof unless specifically excluded.
- I. Compliance with State Law.** the School shall comply with all New York State laws that apply to charter schools and any other applicable laws, whether or not they are specified in these Bylaws.

### **ARTICLE XIII: AMENDMENT**

The Board may amend or repeal these Bylaws at any meeting of the Board at which a quorum is present by a vote of two-thirds (2/3) majority of the entire Board, provided that Trustees are provided notice in accordance with these Bylaws.

**CERTIFICATE OF THE SECRETARY**

The undersigned does hereby certify that the undersigned is the Secretary of the School; that the foregoing Bylaws of said school were duly and regularly adopted as such by the Board of said school; and that the above and foregoing Bylaws are now in full force and effect.

\_\_\_\_\_, Secretary

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

## GROWING UP GREEN CHARTER SCHOOL II CODE OF ETHICS

The Growing Up Green Charter School II (the “School”) Board of Trustees (the “Board”) recognizes that sound ethical standards of conduct serve to increase the effectiveness of members of the Board (each a “Trustee” and collectively, “Trustees”) and the School’s staff. Actions based on an ethical code of conduct promote public confidence and the attainment of the School’s goals and objectives. The Board also recognizes its obligation to adopt this code of ethics consistent with the provisions of the New York State General Municipal Law and as required under the provisions of the Education Law (the “Code of Ethics”).

The Trustees, officers and employees of the School shall at all times be in compliance with the letter and spirit of the Code of Ethics. Trustees, officers and employees, as part of their service to or employment by the School, shall be furnished a copy of and shall also agree to adhere to this Code of Ethics. The Chair of the Board shall cause a copy of this Code of Ethics to be distributed annually to every Trustee, officer and employee of the School.<sup>1</sup> This Code of Ethics is incorporated by reference into the School’s duly adopted by-laws (the “By-laws”). Terms not defined herein shall have the meaning ascribed to them in the By-laws.

1. **Management of the School.** The Board shall conduct or direct the affairs of the School and exercise its powers subject to the provisions of applicable federal, state or local law, (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements set forth in the School’s charter and By-laws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.
2. **Makeup of the Board.** All Board members shall be at least 18 years of age and no Board member may be an employee of the school. Not more than 40 percent of the School Board may be comprised of: (a) people currently being compensated by the School for services rendered to it within the previous 12 months, whether as an independent contractor or otherwise; or (b) any person in a Trustee’s Family.
3. **Representation before the Board.** A Trustee, officer or employee 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 school board.<sup>2</sup>
4. **Representation before the Board for a Contingent Fee.** A Trustee, officer or employee 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 the School with

---

<sup>1</sup> General Municipal Law § 806(2).

<sup>2</sup> General Municipal Law § 805-a(1)(c).

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 rendered.<sup>3</sup>

5. **Participation in Board Discussions and Votes.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee thereof, 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” (see below); (b) a potential Conflict of Interest (as defined in the conflict of interest policy in also incorporated in the By-laws (the “Conflict of Interest Policy”); (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
6. **Confidential Information.** No Trustee, officer or employee shall disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he or she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.<sup>4</sup>
7. **Self-Dealing Transactions.** A "self-dealing transaction" shall mean a transaction to which the School is a party and in which one or more of the individual Trustees, officers or employees has a financial interest. Neither members of the Board nor the employees of The School shall engage in any Self-Dealing Transactions, except as approved by the Board and in compliance with the Conflict of Interest Policy. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School and without favoritism, and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.
8. **Loans.** The Board shall not make any sort of monetary loan to a Trustee, and no Trustee shall ask the Board for any such loan or borrow against the School’s monies.
9. **Disclosure of Interest in Matters before the Board.** Any Trustee, officer or employee, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other interest he or she has, will have or later acquires, or that his or her spouse has, will have or later acquires, in such matter.<sup>5</sup> Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Board’s interest. Such written disclosure shall be made part of and set

---

<sup>3</sup> General Municipal Law § 805-a(1)(d)

<sup>4</sup> General Municipal Law § 805-a(1)(b).

<sup>5</sup> General Municipal Law § 803.

forth in the official record of the proceedings of the Board. 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 Director, Trustee, officer or employee of or has a significant financial or influential interest in the entity contracting or dealing with the School.

10. **Not-for-Profit Disclosure.** Trustees, officers or employees representing any not-for-profit entity proposing to do business with the School shall disclose to the Board the nature and extent of such business propositions.
11. **Business Relationship with the School.** No Trustee, officer or employee of a for-profit entity having a business relationship with the School shall serve as a voting member of the Board for the duration of such business relationship, unless the business relationship qualifies as one of the Exceptions to Conflicts of Interest set forth in Section 3(d) of the Conflict of Interest Policy in Exhibit A and the approval of such relationship otherwise complies with the terms and procedures of the Conflict of Interest Policy in Exhibit A.
12. **Investments in Conflict with Official Duties.** A Trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.<sup>6</sup>
13. **Private Employment.** A Trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.<sup>7</sup>
14. **Future Employment.** A Trustee, officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or 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. 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 School or district on his or her 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.<sup>8</sup>
15. **Educational Management Organization.** In no instance shall a Trustee, officer or employee of a for-profit educational management organization having a business

---

<sup>6</sup> General Municipal Law § 806(1)(a).

<sup>7</sup> *Id.*

<sup>8</sup> *Id.*

relationship with the School serve as a voting member of the Board for the duration of such business relationship

- 16. **Organizational Limit on Board Seats.** Trustees, officers, or employees of any organization shall hold no more than 40 percent of the total seats comprising the Board.
- 17. **Undue Influence.** Trustees, officers or employees 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, officer or employee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee’s interest in the matter will be reflected in the Board minutes.
- 18. **Financial Disclosure.** Trustees, officers and employees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- 19. **Gifts.** No Trustee, officer or employee shall, directly or indirectly, solicit any gifts, nor shall any [Trustee, officer or] employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-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. Trustees, officers and employees shall report to the Board their acceptance of any gift or privilege worth \$75 or more from any person or organization that is doing business or may potentially do business with or provide services to the charter school. Such reporting must occur at the next board meeting following receipt of the gift.<sup>9</sup>
- 20. **Political Contributions.** The Trustees, officers, or employees of the School may never ask a subordinate, a student or a parent or guardian of a student to work on or give to any political campaign.
- 21. **Related Party Transactions.** The School has not had, nor does it anticipate having, any related party transactions that have occurred or may occur as a result of a less than arm’s length relationship with a related party. The School has established requirements and procedures in its By-laws to ensure that all transactions are at arm’s length and that, in the event that a less-than-arm’s length agreement might occur, proper and timely disclosures are made and any interested party must recuse him or herself from the decision-making process.
- 22. **Penalties.** 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

<sup>9</sup> General Municipal Law§ 805(a)(1)(a).

of Ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

**GROWING UP GREEN CHARTER SCHOOL  
CONFLICT OF INTEREST POLICY**

1. Purpose. The purpose of this conflict of interest policy (the “Policy”) is to protect the interests of Growing Up Green Charter School II (the “School”) when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, employee or Trustee of the School or that might result in a possible excess benefit transaction. This Policy is intended to supplement but not replace any applicable federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations. In particular, this Policy is intended to comply with the New York General Municipal Law sections 800 through 806 and shall be interpreted in accordance with those provisions and anything contrary to those provisions herein shall be considered null and void (but only to the extent of any such contradictions). This Policy along with the School’s code of ethics (the “Code of Ethics”) are incorporated by reference in the School’s duly adopted by-laws (the “By-laws”). Terms not defined herein shall have the meaning ascribed to them in the By-laws.

2. Definitions.

(a) Interested Person. Any Trustee, officer, employee or member of a committee with powers delegated by the School’s Board of Trustees (the “Board”), who has a direct or indirect Interest, as defined below, is an “Interested Person.”

(b) Interest. A person has an “Interest” if the person has, directly or indirectly, through business, investment, or Family (as defined in the Code of Ethics):

- (i) an ownership or investment interest, directly or indirectly, in any entity with which the School has a transaction or arrangement,
- (ii) a compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or
- (iii) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

(c) Compensation. “Compensation” is defined to include direct and indirect remuneration as well as gifts or favors that are not insubstantial. Except as specified in Section 3(f) (“Express Prohibitions”), a person who has an Interest shall have a Conflict of Interest only if the Board or the appropriate committee determines that a Conflict of Interest exists.

3. Procedures.

(a) Duty to Disclose. In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it and the Board shall give such Interested Person the

opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes.

(b) Determining Whether a Conflict of Interest Exists. After disclosure of the Interest and all material facts related thereto, the Interested Person shall leave the meeting of the Board or designated committee while a determination is made as to whether a conflict of interest (“Conflict of Interest”) exists. No Trustee shall vote on any matter in which he or she has a Conflict of Interest. For the avoidance of doubt, a Conflict of Interest exists with respect to any Interest when an Interested Person has the power or the duty to:

- (i) negotiate, prepare, authorize or approve the transaction or arrangement, or authorize or approve payment under the transaction or arrangement;
- (ii) audit bills or claims related to the transaction or arrangement; or
- (iii) appoint an officer or employee who has any of the powers or duties discussed in clauses (i) or (ii) of this Section 3(b);

A Conflict of Interest also exists if the Treasurer of the School has an interest in a bank or trust company designated as a depository, paying agent, registration agent or for investment of funds of the School in which he or she is an officer or employee. Notwithstanding anything to the contrary in this Policy, the Board shall not enter into, or knowingly remain a party to, any transaction or arrangement that constitutes a Conflict of Interest.

(c) Circumstances in Which Comparability Data is Necessary. An Interested Person may make a presentation at the Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible Conflict of Interest.

(i) If the transaction involves compensation for services of a member of the Board, a senior executive, or other individual deemed to be a disqualified person under the federal tax laws and regulations, or if the transaction involves the transfer of property or other benefit to a Trustee, senior executive or other individual deemed to be a disqualified person under the federal tax laws and regulations, the disinterested members of the Board or committee must determine that the value of the economic benefit provided by the School to the interested person or persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data (“Comparability Data”).

(ii) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (1) compensation levels paid by similarly situated schools; (2) the availability of similar services within the same geographic area; (3) current compensation surveys compiled by independent firms; and (4) written offers from similar institutions competing for the same person’s services. When the transaction involves the transfer of real property as

compensation, the relevant factors include, but are not limited to, (1) current independent appraisals of the property and (2) offers received in a competitive bidding process.

(iii) Based on the Comparability Data, the Board or committee shall determine by a majority vote of the disinterested directors or committee members whether the transaction or arrangement is fair and reasonable to the School. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

(iv) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of and set forth in the Board minutes in accordance with Section 4 below.

(d) Violations of the Conflict of Interest Policy. If the Board or a committee thereof has reasonable cause to believe an Interested Person has failed to disclose actual or possible Conflicts of Interest, it shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. If, after hearing the Interested Person's response and after making further investigation as warranted by the circumstances, the Board or a committee thereof determines the Interested Person has failed to disclose an actual or possible Conflict of Interest, it shall take appropriate disciplinary and corrective action.

(e) Exceptions to Conflicts of Interest. Notwithstanding anything to the contrary in this Policy, transactions or arrangements described in this Section 3(e) shall not be Conflicts of Interest, but shall be subject to the disclosure and determination obligations set forth in Section 3 above:

(i) the designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of the School except when the Treasurer, or his or her deputy or employee, has an interest in such bank or trust company;

(ii) a contract with a person, firm, corporation or association in which an Interested Person has an Interest that is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;

(iii) the designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;

- (iv) the purchase by the School of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the Board;
- (v) the acquisition of real property or an interest therein, through condemnation proceedings according to law;
- (vi) a contract with a membership corporation or other voluntary non-profit corporation or association;
- (vii) the sale of lands and notes pursuant to Section 60.10 of the New York Local Finance Law;
- (viii) a contract in which Interested Person has an Interest if such contract was entered into prior to the time he or she was elected or appointed to the position by virtue of which he or she is an Interested Person, but this does not authorize a renewal of any such contract;
- (ix) employment of a licensed physician as school physician for the School upon authorization by a two-thirds vote of the Board;
- (x) a contract with a corporation in which an Interested Person has an Interest by reason of stockholdings when less than five percent (5%) of the outstanding stock of the corporation is owned or controlled directly or indirectly by such Interested Person;
- (xi) a contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;
- (xii) a contract for the payment of a reasonable rental of a room or rooms owned or leased by an Interested Person when the same are used in the performance of his or her official duties and are so designated as an office;
- (xiii) a contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;
- (xiv) a contract in which an Interested Person has an Interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such Interested Person has an Interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars (\$750);
- (xv) a contract with a member of a private industry council established in accordance with the federal job training partnership act or any firm, corporation or

association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

(f) Express Prohibitions. Notwithstanding anything to the contrary in this Policy, there shall be a Conflict of Interest if an Interested Person:

(i) directly or indirectly solicits, accepts or receives any gift having a value of seventy-five dollars (\$75) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him or her in the performance of his or her official duties, or was intended as a reward for any official action on his or her part;

(ii) discloses confidential information acquired in the course of his or her official duties or uses such information to further his or her personal interests;

(iii) receives or enters into any agreement, express or implied, for Compensation for services to be rendered in relation to any matter before any municipal agency of which he or she is an officer, member or employee or of any municipal agency over which he or she has jurisdiction or to which he or she the power to appoint any member, officer or employee; or

(iv) receives or enters into any agreement, express or implied, for Compensation for services to be rendered in relation to any matter before any agency of his or her municipality whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

4. Records of Proceedings. The minutes of the Board and all committees with Board-delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have an Interest in connection with an actual or possible Conflict of Interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or committee's decision as to whether a Conflict of Interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the actual or possible Conflict of Interest, the content of the discussion including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

5. Compensation.

(a) A voting member of the Board may not receive compensation, directly or indirectly, from the School.

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

(c) No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

6. Annual Statements. Each Trustee, officer, and member of a committee with Board-delegated powers shall annually sign a statement that affirms such person: (a) has received a copy of this Policy and the Code of Ethics, (b) has read and understands this Policy and the School's Code of Ethics, (c) has agreed to comply with this Policy and the School's Code of Ethics, and (d) understands the School is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes. Failure to receive a copy of this Policy and the Code of Ethics or failure to annually sign a statement that affirms such receipt, shall have no effect on the duty of compliance with this Policy or the Code of Ethics or with compliance with Article 18, Sections 800-806 of the New York General Municipal Law.

7. Periodic Reviews. To ensure that the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (a) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (b) whether partnerships, joint ventures, and arrangements with management organizations conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

8. Use of Outside Experts. When conducting the periodic reviews as provided for in Section 7, the School may, but need not, use outside advisors. Any use of outside experts shall not relieve the Board of its responsibility to ensure that periodic reviews are conducted.

9. Penalties. Any contract willfully entered into by or with the School in which there is a prohibited Interest is void and unenforceable. In addition, any Trustee, officer or employee who willfully and knowingly violates the foregoing provisions shall be guilty of a misdemeanor. The law further authorizes, in addition to any other penalty imposed, that any person who knowingly and intentionally violates the above may be fined, suspended, or removed from office or employment in the manner provided by law.

## **Growing Up Green Charter School Hiring and Personnel Policies and Procedures**

*[Note: the following is excerpted from the current Growing Up Green Charter School Staff Handbook, a 60 page document that is available upon request.]*

### **A. EMPLOYMENT AT WILL**

As is stated throughout this Handbook, an employee’s relationship with the Growing Up Green Charter School is an employment “at will”. This employee Handbook does not constitute a contract for employment between Growing Up Green Charter School and its employees. Employees of the School are considered “at will”, and therefore either the employee or the School may terminate the employment relationship under the policies set forth in this document. In the absence of a specific policy the employment relationship may be terminated at any time without notice, with or without cause. It is the responsibility of the Board of Trustees to oversee school policies and operations. However, no person other than the School Leader has authority to enter into any agreement for employment for any specified period of time and any such agreement must be in writing.

### **C. EQUAL OPPORTUNITY EMPLOYER**

Growing Up Green Charter School is firmly committed to equal employment opportunity. The School does not discriminate in employment opportunities or practices for all qualified persons on the basis of race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law. Employment decisions at Growing Up Green Charter School will be made in a non-discriminatory manner and are based on qualifications, abilities, and merit. This policy governs all aspects of employment at this School including recruitment, hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

If employees have any questions or concerns about any type of discrimination, they should bring these issues to the attention of their supervisor or School Leader. Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, *up to and including* termination of employment.

### **D. NO-HARASSMENT POLICY**

Growing Up Green Charter School is committed to providing an environment that is free from harassment and coercion, where all employees can work together comfortably and productively. Harassment is unacceptable under the law and will not be tolerated. Growing Up Green Charter School prohibits all types of harassment, including verbal harassment, based on an employee’s race, color, creed, sex, gender, sexual orientation, national origin, age, disability

(including HIV/AIDS), marital status, military status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law. This prohibition applies in employees' relationships with all other employees, students, parents and guardians, visitors, guests, independent contractors and consultants.

i. Sexual Harassment

As sexual harassment raises issues about human interaction that are to some extent unique, the subject of sexual harassment is treated separately here. Growing Up Green Charter School prohibits sexual harassment of any employee, student, parent or guardian, visitor, guest, candidate for employment, independent contractor, consultant, or other person visiting the School's premises.

Sexual harassment is a form of sex discrimination in violation of federal, state and local law. It includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact and other verbal or physical conduct of a sexual nature when:

- (1) submission to such conduct is either explicitly or implicitly made a term or condition of employment;
- (2) submission to or rejection of such conduct is used as the basis for employment decisions; or
- (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

All of the same applies in connection with the educational or commercial relationships within Growing Up Green Charter School. Employees cannot be forced to submit to such conduct as a basis for any employment decision and the School will do its best to keep its workplace free of any conduct that creates an intimidating, hostile, or offensive work environment for its employees.

Sexual harassment applies to the conduct of a supervisor toward a subordinate, an employee toward another employee, a non-employee toward an employee or an employee toward an applicant for employment, student, parent or guardian, visitor, or guest. Sexual harassment can apply to conduct in any work-related setting outside the work place as well as at work. The acts underlying sexual harassment need not be sexual in nature nor take the form of overt sexual advances. Sexual harassment may consist of intimidation and hostility directed at an individual because of sex or sexual orientation. The harassment may take the form of explicit or degrading comments that are verbal, written, or electronic and are of a sexual nature, persistent or unwelcome flirtation, requests for dates, especially if the behavior continues after a clear objection has been made, inappropriate jokes, vulgar comments, offensive language, teasing about sexual preferences, or unwelcome touching, such as hugging, kissing, pinching, or patting. It is not permissible for any Growing Up Green Charter School employee to engage in any form of sexual harassment.

ii. Other Harassment

Growing Up Green Charter School will not tolerate illegal harassment based on race, color, creed, sex, gender, sexual orientation, national origin, age, disability (including AIDS), marital status, military status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law, or such actions as opposing discrimination or participating in any complaint process at the EEOC or other human rights agencies. Such harassment does not belong in our workplace or in any work-related setting outside the workplace. The same prohibition applies in relationships to students, parents or guardians, visitors and guests. The Growing Up Green Charter School will not tolerate such behavior.

iii. Informal Complaint Procedure

Growing Up Green Charter School encourages, but does not require, individuals who believe they are being harassed to promptly notify the offender that his or her behavior is unwelcome. If for any reason an individual does not wish to confront the offender directly, or if such a confrontation does not successfully end the harassment, the individual should notify the School Leader who may, if the individual so requests, speak to the alleged harasser on the individual's behalf. An individual reporting sexual or other harassment should be aware, however, that the School may decide it is necessary to take action to address the harassment beyond an informal discussion. The decision will be discussed with that individual. The best course of action in any case will depend on many factors and, therefore, the informal procedure will remain flexible. Moreover, the informal procedure is not a required first step for the reporting individual.

iv. Formal Complaint Procedure

Growing Up Green Charter School has worked with the Board of Trustees to develop this Formal Complaint Procedure. Employees can contact the Board of Trustees through their representative Matthew Greenberg.

a. Complaint Procedure and Investigation

If an employee believes that he or she has been harassed by any School employee, student, vendor, client, or other school contact, the employee should immediately report the incident to the School Leader. If the School Leader is involved in the reported conduct, or for some reason the employee feels uncomfortable about making a report to the School Leader, the employee should report directly to the Chair of the Board of Trustees of the Growing Up Green Charter School.

b. Timeliness in Reporting Harassment

The Growing Up Green Charter School encourages the prompt reporting of any potential violations of this policy, so that it can take appropriate steps to maintain a workplace free of harassment, and to ensure that its procedures are effective in promoting this goal. While no fixed reporting period has been established, early reporting and intervention has proven to be the most

effective method of resolving actual or perceived incidents of sexual or other forms of harassment.

c. Investigation and Protection Against Retaliation

The School will promptly investigate any such report of harassment. The investigation may include individual interviews with the parties involved, and where necessary, with individuals who may have observed the alleged conduct or may have relevant knowledge.

All employees have a duty to cooperate in the School's investigation of alleged harassment. Failure to cooperate or deliberately providing false information during an investigation shall be grounds for disciplinary action, *up to and including* termination of employment.

The School will not retaliate, nor will it tolerate retaliation, against employees who complain in good faith about harassment in the School environment. Retaliation against an individual for reporting sexual or other harassment or assisting in providing information relevant to a claim of sexual harassment is a serious violation of this policy and will be treated with the same strict discipline as would the harassment itself. Acts of retaliation should be reported immediately and will be promptly investigated. The School is prepared to take appropriate steps to protect individuals who fear that they may be subjected to retaliation.

d. Confidentiality

Confidentiality will be maintained to the extent practical and appropriate under the circumstances. Growing Up Green Charter School will maintain confidential records of all complaints and how each was investigated and resolved.

e. Responsive Action

The Growing Up Green Charter School will take whatever corrective action is deemed necessary, including disciplining any individual who is believed to have violated these prohibitions against harassment and retaliation. Responsive action may include, for example, mandatory training or referral to counseling and disciplinary action such as warnings, reprimands, withholding of a promotion or pay increase, reassignment of the offender, temporary suspension without pay, termination of employment, or other measures as the School believes will be effective in ending the misconduct and correcting the effects of the harassment. The School maintains the sole discretion to decide what responsive action, if any, is appropriate for any given situation. This responsive action procedure does not create any obligation on the part of the School to provide any type of disciplinary action prior to termination of employment.

f. False and Malicious Accusations

False and malicious accusations of sexual or other harassment, as opposed to complaints which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action, *up to and including* termination of employment.

v. Summary of Responsibilities

a. Employees (this includes all employees of the School)

- To refrain from all conduct which might be considered discrimination or harassment.
- To report complaints to a supervisor or the School Leader who will treat such information with sensitivity to its confidential nature.
- To cooperate reasonably in any investigation conducted by the School or its agent.

b. Supervisors (this includes all employees to whom other staff members report)

- To maintain a workplace free of discrimination, harassment, and intimidation.
- To inform employees of GUGCS's policy prohibiting discrimination and harassment and of their right to bring complaints of this nature, confidentially, to the School Leader.
- To report all complaints of discrimination and harassment to the School Leader.
- To investigate promptly each complaint and, where the investigation confirms the allegation, to take appropriate corrective action, *up to and including* termination of employment.
- To be sensitive to the confidential nature of these matters and to the privacy of all parties involved in such complaints.
- To not retaliate against any employee for bringing a good faith complaint.

c. Administration (this includes the School Leader(s))

- To educate and train employees at each level.
- To ensure that all Supervisors and employees are apprised of the School's policy against discrimination and harassment and of their responsibilities hereunder.
- To meet with employees during orientation upon their hire to review the Policy and the types of conduct prohibited.
- To assist supervisors in their investigation of complaints, including training all investigators on proper investigative procedures and safeguards. Where complaints are lodged directly with the Administration, it shall investigate promptly and report findings to the appropriate supervisor or level of management with recommendations concerning corrective action where appropriate.

d. Board of Trustees

- To listen to each complaint.
- To ensure availability and access if the complaint concerns a School Leader.
- To ensure action is taken if the complaint concerns a School Leader.

**E. RECRUITMENT**

The School will make every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all of its working relationships. The School actively seeks diversity in its student/parent body, faculty, staff and administration and is committed to equal employment opportunity. See Section II.C. for more information regarding Growing Up Green Charter School Equal Opportunity policy. The Growing Up Green Charter School will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsifications or omissions of any information or data on an employment application may result in your exclusion from further consideration for employment and/or termination of employment.

Like all charter schools, the Growing Up Green Charter School is required to fingerprint prospective employees for purposes of determining whether or not the prospective employee has a criminal history.

i. Employment Eligibility Verification

Federal law requires all employers to verify each new employee's identity and legal authority to work in the United States via the INS I-9 Form. All offers of employment are conditional upon the receipt of satisfactory evidence of an applicant's authorization to work in the United States. This evidence of the right to work must be provided within three days of employee's hire date. Failure to provide the appropriate documentation will be grounds for termination.

ii. Employment Categories

Each employee is categorized as a full-time employee, a part-time employee, or a temporary employee, and as either exempt or non-exempt. In addition, the School also utilizes consultants (independent contractors).

- Full-time employees are those employees who are not in a temporary or introductory status and who are regularly scheduled to work 40 or more hours per week. Generally, full-time employees are eligible for the School's benefit package, subject to the terms, conditions, and limitations of each benefit program.
- Part-time employees are those who are not assigned to a temporary or introductory status and who are regularly scheduled to fewer than 28 hours per week. While part-time employees receive all legally mandated benefits (such as Social Security and Workers' Compensation insurance), they

generally are not eligible for all of the School’s other benefit programs, in accordance with the terms, conditions, and limitations of each benefit program.

- Temporary employees are hired for short-term periods and are not eligible for benefits.
- Consultants are independent contractors who work under a consultancy agreement and have no employee status. They are not eligible for benefits.

Employees will be informed upon hire in writing whether they are considered exempt or non-exempt under federal and state laws.

- Employees that are classified under applicable law as “exempt” (e.g., employees employed in bona fide executive, administrative, or professional capacities) generally are paid a salary and are not eligible for overtime.
- Non-exempt employees are those employees who generally are paid on an hourly basis and are eligible for overtime for all hours worked over 40 hours per week and will be paid at least the hourly minimum wage in compliance with the Fair Labor Standards Act and applicable state law.

## **G. SEPARATION**

### i. Resignation

#### a. Notice

Employees should file a written notice with the School at least two weeks prior to the date of resignation. The School believes that a two-week written notice is required in order to achieve appropriate educational transition.

Employees who provide notice of resignation in accordance with the provisions of this section will be compensated for any unused but accrued vacation time at the time of resignation.

#### b. Return of School Property

Upon termination or resignation, employees must return all keys, records, files, supplies, computers, or any other school property.

### ii. Termination

Employees of the School are considered “at will”, and therefore either the employee or the School may terminate the employment relationship at any time without notice with or without cause.

## JOB DESCRIPTIONS

### **Executive Director:**

The Executive Director serves as the central leadership figure for the two schools and the local community. The GUGCS Executive Director will work closely with, and report directly to, the GUGCS Board of Trustees. On a day to day basis, the GUGCS Executive Director will report to the chair and vice chair of the Board. The Executive Director is the chief executive of the school and bears a responsibility for the continuous operation of the school and all matters that concern the school.

### **Responsibilities:**

- The GUGCS Executive Director will tend to the issues that concern the school as a whole and will facilitate communication and build consensus among teachers, staff, families and the Board in support of the school's mission.
- The Executive Director will maintain open channels of communication with the school's authorizer, and liaison between the authorizer and the Board of Directors.
- The Executive Director must also foster a collaborative leadership culture and a shared decision making structure among the school's leadership team.
- The Executive Director will be instrumental in developing a larger vision for the future direction of the schools while continuing to support and encourage the mission of GUGCS in its day to day operations.
- The Executive Director will be responsible for the administrative success of all school programs and will ensure that the school is in compliance with the school's approved charter, board policies, appropriate governmental statutes, its authorizer's regulations and all other applicable governmental laws and regulations.
- The Executive Director will be accountable for the achievement results of all of its students and the continual renewal of its charter by its authorizer.
- The Executive Director communicates the vision of the school to the public and the press and represents the school to parents, community leaders and the general public. As such, the Executive Director has overall responsibility for the public relations, marketing and overall communication between the School and its key stakeholders.
- The Executive Director oversees and, with support of the Director of Operations and Administrative Assistant, implements the parent outreach and student recruitment process.
- The Executive Director works directly with the Director of Finance to ensure a sound financial foundation for the school.

### **Vision:**

*The Executive Director will have knowledge and understanding of:*

- The vision and mission of GUGCS including its commitment to promoting a green school culture.

- Group process strategies for melding the diverse values and expectations of the school community into a shared understanding of desired student learning and developmental outcomes.
- Child and adult learning and development.
- Relevant research findings and strategies for using data to develop, implement, and maintain the school vision.

**Commitment**

*The Executive Director will be committed to:*

- All decisions being made in the best interests of the students.
- Upholding high standards in the day-to-day operation of the schools and using current technology to support and improve school operations.
- A team approach to educational change. Engaging in collaborative problem solving and decision making, building capacity through staff development, and encouraging shared accountability among all the members of the school community.
- Building the capacities of all school staff.
- Upholding local, state, and federal laws, policies, regulations, and procedures, include being fiscally responsible and ensuring quality support services.
- Growing professionally by engaging in professional development activities and making such activities available to others.

**Demonstrated capacity and experience:**

*The Executive Director will have demonstrated capacity to:*

- Use shared decision-making effectively in the management of the schools.
- Work collaboratively with the school community to develop and maintain a shared school vision.
- Ensure that decision-making regarding instructional programs and school operations are consistent with and supportive of the school vision.
- Oversee the school leaders in their implementation of the instructional program of their respective school divisions.
- Foster a caring, growth-oriented environment for faculty and students, one in which high expectations and high standards for student achievement are emphasized.
- Manage fiscal resources responsibly, efficiently, and effectively.
- Manage human resources responsibly by selecting and inducting new personnel appropriately, assigning and evaluating all staff effectively, and taking other appropriate steps to build an effective school staff.
- Oversee the Director of Operations in implementation of such ancillary student services such as transportation, food, health, and extended care responsibly.
- Facilitate school-based research and use these and other research findings to plan school improvement initiatives, pace the implementation of these changes, and evaluate their impact on teaching and learning.

**Knowledge and Understanding:**

*The Executive Director will have knowledge and understanding of:*

- The curriculum and instructional methodology of the School, as described in the school's charter.
- Relevant research related to, teaching, learning, curriculum development and motivating instructional staff.
- Sound business and financial management practices;
- Organizational theory and principles of organizational development.
- Human Resources management and development, including related/support/ancillary services.
- Relevant local, state and federal laws, policies, regulations, and procedures.
- Time management to maximize the effectiveness of the school community.
- Current technologies that support management functions.
- Organizational learning for school cultures, goal setting, change processes, and group dynamics and resource management.
- Using data to assess the overall functioning of the school in meeting accountability goals.

**Minimum Qualifications and Training:**

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the GUGCS, as described in the school's charter.
- At minimum 5 years' experience in an educational or related organizational setting either as a head of school or as a CEO of a mid-size not-for profit organization, with a strong knowledge of leadership principles and practices gained through work experience and formal education
- Exceptional speaking and writing skills
- Exceptional knowledge of elementary curriculum and instructional practices with strong business and operational knowledge and skills
- Exceptional interpersonal skills and an effective communicator and strong motivator
- A visionary who is a strong and confident decision-maker
- Excellent time management and organizational skills
- Facility with computer technology in gathering information and coordinating technical resources for students, teachers, and classrooms.

**SCHOOL LEADER**

The GUGCS School Leader is responsible for setting a vision for student achievement in the elementary school and motivating his or her staff to follow that vision. S/he will implement the school's mission through effective leadership, management and support of the school's students and staff. The School Leader's leadership will result in an instructional program and school environment that prepares every student for success in middle school. The School Leader reports to the Executive Director.

**Responsibilities**

The School Leader leads, manages and oversees all functions of the elementary school, including the following duties:

*Prove That All Students Can Learn & Succeed*

- Set and enforce high standards for student achievement
- Ensure program meets or exceeds yearly student outcome goals

*Drive Results*

- Develop organizational goals and objectives consistent with the mission and values of GUGCS.
- Foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents that is aligned with the mission and values of the school
- Monitor progress of self, school, student and staff goals
- Manage student recruitment and enrollment process
- Ensure high standards for student behavior, performance, and attendance
- Address any disciplinary issues immediately
- Lead long term strategic planning and medium term process improvement as needed
- Foster a mutually supportive relationship with the Executive Director and shared administrative team.
- Strategically analyze student and teacher data to inform instructional practices and teacher development

*Provide Instructional Leadership*

- Recruit, manage, evaluate, develop and retain a team of instructional directors, including the Lower School Director of Curriculum and Instruction, the Upper School Director of Curriculum and Instruction, the Elementary School Director of Special Education and Intervention, and the Director of Counseling.
- With the middle school principal, co-manage and co-evaluate the Director of Assessment.
- Delegate day to day management and implementation of the curricular and instructional program to these instructional directors.
- In collaboration with the instructional directors, recruit, develop and retain a team of outstanding coordinators, teachers, social workers and counselors.
- Ensure use of effective, research-based teaching methodologies and practices
- Support instructional directors in their coaching, professional development, modeling and collaborative planning to improve the teaching practice of their instructional staff— coordinators and teachers.
- Keep abreast of successful instructional methodologies and practices
- Ensure learning environment and classroom instruction maximize student learning

*Manage Operations*

- Manage all resources at elementary school site

- Work with the GUGCS Executive Director and Director of Operations to set and maintain a budget that ensures resources are available to continue to implement the comprehensive elementary school program and to plan for future needs.
- Approve expenditures
- Ensure compliance with restrictions and reporting requirements

#### *Lead*

- Communicate to the elementary school community the vision that supports the school's goals and values
- Create an effective, collaborative team of people jointly responsible for the attainment of elementary school goals and committed to achieving excellence
- Serve as an inspiration for the highest performance of all elementary school staff
- Develop a collaborative team culture

#### **Requirements:**

The School Leader must be passionate, energetic, highly organized, and entrepreneurial.

- A Bachelor's degree is required
- An Ed.M., J.D., M.A., M.B.A., or M.P.A. is preferred
- At least five years of experience in an elementary school environment as a teacher or administrator.
- Demonstrated leadership ability.
- Comfort with ensuring data is used to inform instruction and systems are used to drive operations
- State certification is not required.

### **DIRECTOR OF SPECIAL EDUCATION AND INTERVENTION**

#### Reports to

- Executive Director

#### Committee of Special Education

- Liaison between CSE and the school
- Coordinate the provision of services with the CSE of each student's district of residence
- Facilitate all CSE meetings conducted for any child at the school

#### Scheduling and Planning

- Coordinate inclusive special education program and ensure compliance with IEPs and 504 plans
- Coordinate and oversee special education services making certain they will be provided in accordance with the IEP
- Interact with the student's district of residence through monthly written reports (i.e. report on the goals and progress of student work) throughout the school year

- Alert and inform teachers, related service providers, and parents of IEP meetings
- Conduct ongoing written and phone communication with the CSE in order to participate in any meetings that the CSE conducts for the children at the school to ensure that any changes or modifications made in any child's IEP will be properly reported and implemented
- Ensure that all special education records are effectively maintained and that timelines for initial evaluations, re-evaluations, and triennials and annuals are met
- Monitor and inform parents of children with IEPs of their progress towards IEP goals on a frequent, ongoing basis
- Formally inform parents of children with IEPs of their child's progress towards IEP goals three times a year through written reports relating directly to the IEP goals
- Create goals and differentiate curriculum with all teachers and related staff who have responsibility for implementing a student's IEP
- Collaborate with staff developers, curriculum directors and teachers to differentiate units of study
- Meet weekly as a curriculum team with the School Leader, Director of Curriculum, Directors of Instruction, Curriculum Coordinators (literacy, math, science and ED Time), learning specialist coordinator and intervention coordinator to debrief on curricular changes, updates, etc. that have come up during the week at all planning meetings with consultants, teachers, and other administrative members.
- Participate and support grade team curriculum and planning meetings with teachers on a weekly basis in order to discuss ongoing modifications and adaptations to implement in their classroom curriculum to best meet the needs of the children with IEPs
- Meet with teachers to discuss the goals for each child to ensure the classroom teachers have a full understanding of each child's progress
- Support classroom teachers with instructional and behavioral strategies and adapt curriculum materials and assessments for students with and without IEPs
- Oversee and conduct NYSITELL and NYSELAT assessments in collaboration with ELL Specialist
- Develop and implement special education policies and procedures related to RTI process and referrals for special education evaluations
- Monitor and oversee student management needs, assessment procedures, and data collection for students with disabilities
- Facilitate the delivery of related services by hiring and managing service providers including speech therapist, occupational therapist, hearing education teacher and physical therapist
- Collaborate with instructional leaders to establish guidelines for student and teacher evaluation.
- Collaborate with administrators to prepare weekly schedule of events for GUGCS
- Attend weekly meetings with elementary school principal and other administrators
- Meet with parents and classroom teachers to discuss students' progress
- Collaborate with administrators to create agendas for staff meetings and professional development
- Collaborate with Director of Assessment to implement testing accommodations for students with IEP testing accommodations for exams

- Develop and manage ICT protocols and overall structure and implementation. Lead weekly meetings to discuss instructional and strategies to ensure classroom success

#### Student Support Committee

- Develop SSC protocols and overall process, maintain detailed records and lead weekly meetings to discuss instructional and behavioral strategies to ensure student success
- Oversee and manage at risk committee
- Propose specific strategies and concrete action plans for students at risk
- Observe the teaching of and provide feedback for teachers implementing interventions
- Model interventions for classroom teachers

#### Management

- Directly supervise and evaluate learning specialist coordinator, intervention coordinator, learning specialists, speech therapist, reading specialists, ELL Specialist and service providers
- Formally and informally observe curriculum and instruction differentiation as well as modification implementation in all grades

#### Staff Training

- Train staff at the beginning of each school year to ensure that all members understand the requirements and responsibilities relating to the education of students with disabilities
- Create and lead professional development workshops for teachers both after-school and during the summer professional development period
- Staff training will include: procedures for referring a student to be evaluated by CSE, development of a student's IEP, procedures and methods for implementing the goals of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, reporting requirements to parents and CSE, importance of confidentiality of all records pertaining to a student's IEP file, methods and techniques for implementing disciplinary actions for student's with IEPs, Response to Intervention, and SSC.

#### Enrollment

- Inform families at open houses about the services GUGCSS provides children with special needs
- Participate and help to facilitate GUGCS open house

#### Community

- Lead parent workshops related to special education and academic support at home – effective teaching methods for students with special needs and various learning styles
- Attend workshops and conferences on various topics to support the growth of the school, Special Education department and teacher professional development

**DIRECTOR OF INSTRUCTION:**

The Director of Instruction, under the direction of the School Leader and with support from the curriculum coordinators, oversees the continued functioning and growth of the K-2 or 3-5 educational program. All general education and specials teachers will report directly to Director of Instruction who in turn will report directly to the School Leader.

**Responsibilities:**

The Director of Instruction, working collaboratively with the Director of Special Education and Intervention, has the primary responsibility to ensure that the school's educational program is enabling all students to meet the School's standards. The Director of Instruction's responsibilities include:

- Observations and performance evaluations of all Classroom Teachers, Science Teachers, Specials Teachers, Associate Teachers and Assistant Teachers.
- Recommendations for retention and salary decisions of these teachers.
- Instructional Coaching of these teachers
- Organization, implementation and documentation of all work with these teachers.
- Supervising the organization of learning units according to level and grade of students.
- Systematization of templates/mechanisms for documentation of teacher and student work.
- Coordinating with the Director of Special Education and Intervention regarding instruction of children with special needs, ELLs and struggling students.
- Making recommendations to the School Leader regarding the engagement of outside professional developers and other consultants in the development and implementation of the school curriculum.

*The Director of Instruction will have knowledge and understanding of:*

- The curriculum and instructional methodology of GUGCS elementary school, as described in the school's charter.
- Relevant research related to, teaching, learning, curriculum development and implementation, and motivating instructional staff.
- Supervisory and observational techniques that promote effective teaching and learning.
- Authentic and research-based methods for assessing student learning.
- Relevant technologies and their use in enhancing student learning.
- Assessing the overall impact of professional development activities on the improvement of teaching and student learning.

**Minimum Qualifications and Training:**

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the GUGCS, as described in the school's charter.
- Masters Degree in Elementary Education or Reading Specialist.
- Minimum five years teaching experience in an elementary school setting.
- Minimum three years experience in a staff developer role in an elementary school setting.
- Facility with data analysis.

- Demonstrated experience in working successfully with diverse populations of students, parents and families—including students, parents and families with limited English proficiency.
- Capacity to mentor teachers in reflective practice.
- Demonstrated willingness to be held accountable for student results.
- Commitment to continuous improvement and learning through professional development.

## **DIRECTOR OF COUNSELING**

The Director of Counseling will be responsible for the oversight of non-academic and behavioral concerns regarding elementary school students as well as strengthening and maintaining Growing Up Green’s unique school and student culture philosophy. The Director of Counseling will serve as the primary interface between the school and the students’ homes, ensuring consistent and timely communication from the school. The Director of Counseling will also be responsible for student discipline, improving school culture as aligned with our school’s mission, and oversight and/or coordination of school events outside of the regular academic program. The Director of Counseling reports directly to the Executive Director.

### **Responsibilities:**

- Dedication to improving Growing Up Green’s school culture by evaluating existing programs in place focusing on our GREEN culture and implementing additional practices to improve the school culture.
- Works closely with Upper and Lower School Directors of Curriculum and Instruction on the development and implementation of parent workshops throughout the school year.
- Responsible for coordinating special events at GUGCS elementary school that are focused on further developing our school culture and school community.
- Assist the Upper and Lower School Directors of Curriculum and Instruction and elementary school counseling staff elementary school wide community meetings on topics relevant to the school mission.
- Annually evaluate GUGCS’ existing system of consequences for elementary school disciplinary infractions and ensure elementary school staff members are supported in successfully implementing these systems.
- Maintain a tracking system of elementary school disciplinary infractions and establish an efficient communication system for school staff to be aware of disciplinary actions.
- Work with individuals and small groups of students who have difficulty in meeting the behavioral requirements of the school.
- Develop and implement behavioral plans in the classroom for children who are having difficulties in the classroom setting and who do not see the school social worker or need additional supports in place to limit disciplinary infractions.
- Work closely with the Elementary School Principal and elementary social/work counseling staff to manage disciplinary responsibilities.

- Serve as a point person for families regarding elementary school student discipline and behavior.
- Meet and discuss disciplinary incidents and actions with parents.
- Oversee any behavioral issues that arise on the school buses and develop appropriate system of consequences for actions on the bus.

**Qualifications and Experience:**

- A Master’s degree or higher degree in Social Work, with clinical and supervisory experience preferred.
- Appropriate NYS Certification
- Clinical experience with teens and families preferred
- Demonstrated and successful record of prior employment as a counselor or social worker in an educational environment.
- Demonstrated ability to work productively with staff and with diverse populations of students, parents and families—including students, parents and families with limited English proficiency.
- Demonstrated understanding of issues facing children and youth, especially those from immigrant families and poverty-level families, in urban areas.
- Strong organization and communication skills
- Ability to be both nurturing and strict in dealing with students
- Proven ability to create and maintain excellent relationships with students and their families
- Ability and willingness to improve school culture and school community

**DIRECTOR OF ASSESSMENT**

The Director of Assessment provides expertise in the design and implementation of K-8 assessment activities and the interpretation of data correlated to student performance and the instructional program goals of the school. The Director of Assessment reports to the Executive Director.

**Major Responsibilities and Duties:**

- Coordinate and organize all testing activities of the school.
- Work with instructional team in the development of GUGCS K-8 six week assessments.
- Have a high level knowledge of all state assessment programs and their accountability implications.
- Implement procedures for distribution, collection, and return of assessment materials.
- Conduct training sessions for professional staff administering assessments.
- Report student performance assessment data to instructional leadership and instructional staff of the elementary and middle school.
- Ensure confidentiality of student assessment scores.

- Disaggregate, interpret, and apply assessment data to support achievement of charter goals for student performance. Provide staff development activities that incorporate the use of assessment data to examine curriculum and instruction program effectiveness.
- Ensure that all rules, policies, and procedures of the assessment process established by the NYSED, NYCDOE and GUGCS are enforced.
- Prepare and submit all requests and reports required by the Executive Director, elementary school and middle school principals and their instructional directors.
- Ensure compliance with state law for School Report Card reporting and NCLB requirements.
- Participate in school decision-making process to establish and review the school’s goals and objectives and major instructional programs supported by student assessment data.
- Review programs that have the potential to enhance/improve the school assessment program and student performance.

**Education/Certification and Experience:**

- Master’s degree in education
- At least five years experience as an elementary classroom teacher or middle school teacher
- Appropriate NYS certification

**Special Knowledge/Skills:**

- Knowledge of technical characteristics of assessment
- Ability to analyze, interpret, and apply assessment data
- Ability to manage personnel
- Ability to implement policy and procedures
- Ability to work collaboratively
- Strong communication, public relations, and interpersonal skills

**LITERACY COORDINATOR**

The Literacy Coordinator is expected to bring specific literacy curricular and instructional expertise to the GUGCS K-5 elementary school program. The Literacy Coordinator reports to the Director of Curriculum. The Literacy Coordinator works closely with these curricular and instructional directors to ensure alignment of the GUGCS ELA curriculum with CCSS.

**Knowledge and Use of Reading and Writing Expertise**

- Demonstrating an understanding of best practices in the area of ELA and encouraging teachers to apply these best practices before, during, and after reading and writing blocks.
- Demonstrating knowledge of the administration of the various ELA assessments and how to interpret the results of each assessment, linking data analysis to specific instructional practices.
- Maintaining a collection of professional reading and writing/learning materials, which reflect current research.

### Planning Assistance for Instruction

- Coordinating the management of materials to support the ELA curriculum.
- Assisting staff in understanding and implementing the Common Core standards into units of study and daily ELA lessons.
- Assisting teachers in planning and sequencing of instruction.
- Facilitating the integration of ELA skills/strategies/technology into the literacy classrooms.
- Assisting classroom teachers in the evaluation of diagnostic results and future instruction based on those results.

### Staff Development

- Modeling lessons for teachers in the implementation of the physical, organizational, and instructional components that constitute a quality reading and writing program.
- Guiding and supporting teachers by observing, coaching, encouraging, and providing constructive feedback as they organize for and implement reading and writing instruction.
- Organizing and facilitating staff sharing sessions, such as grade level meetings, for teachers to reflect on and analyze their teaching and provide mutual support for different instructional ideas.
- Modeling techniques for effective delivery of instruction in reading and writing.
- Providing in-service and follow-up coaching to teachers.
- Conducting meaningful and well-planned staff development such as, and including, providing workshops and/or professional book studies for professional development in elements of reading and writing instruction and effective instructional practices.
- Reinforcing literacy skills in the content areas by using hands-on techniques that address various learning styles and include integrated learning, inter-disciplinary connections, and higher order thinking skills appropriate for a wide range of abilities.

### Assessment

- Maintaining required and necessary records associated with ELA program/curriculum implementation and of the ELA curriculum/program evaluation.
- Working with classroom teachers to design instruction as a result of progress monitoring and diagnostic results.

### Related Professional Responsibilities

- Participating in ongoing professional development opportunities to remain current about issues related to literacy instruction, assessment, presentation skills, mentoring and collaborative learning.
- Communicating written and/or oral information on a given topic in a coherent and logical manner.
- Establishing rapport with faculty and staff.
- Encouraging literacy skills and lifelong learning.
- Teaching remedial reading and writing as needed.
- Attending meetings and school workshops
- Assuming any other duties as may from time to time be delegated by the Lower School and

Upper School Directors of Curriculum and Instruction.

**EDUCATION/TRAINING:**

Required:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the school.
- Must be “Highly Qualified” under the No Child Left Behind Act, subject to New York State Education Law, Article 56 Certification Requirements.
- Masters Degree from Reading Specialist/Literacy Program.
- Appropriate state certifications.
- At least three years of experience as reading specialist/literacy coach in an elementary school environment.
- Bilingual (including English/Spanish) helpful.
- Demonstrated and successful record of prior employment in educational environments.
- Knowledge of and experience with a variety of reading intervention programs and methods and strategies
- Knowledge of and experience with assessments and relevant technologies.
- Experience working with diverse populations of students, parents and families.
- Demonstrated ability to communicate and work effectively with parents.
- Demonstrated ability to adapt to the specific needs of individual students.
- Demonstrated ability to utilize varied teaching methodologies to accommodate students’ unique learning styles.
- Demonstrated ability to evaluate tests and measures of achievement.
- Demonstrated ability to work effectively and collaboratively with colleagues, parents and community members.
- Demonstrated willingness to be held accountable for student results.
- Commitment to continuous improvement and learning through professional development.

**MATH COORDINATOR**

The Math Coordinator is expected to bring specific math curricular and instructional expertise to the GUGCS K-5 elementary school program. The Math Coordinator reports to the Director of Curriculum. The Math Coordinator works closely with these curricular and instructional directors to ensure alignment of the GUGCS math curriculum with CCSS.

**1. Knowledge and Use of Math Expertise**

- a. Demonstrating an understanding of best practices in the area of math and encouraging teachers to apply these best practices before, during, and after math lessons.
- b. Demonstrating knowledge of the administration of the various math assessments and how to interpret the results of each assessment, linking data analysis to specific instructional practices.
- c. Maintaining a collection of professional math/learning materials, which reflect current

research.

## 2. Planning Assistance for Instruction

- a. Coordinating the management of materials to support the math curriculum.
- b. Assisting staff in understanding and implementing the Common Core standards into units of study and daily math lessons.
- c. Assisting teachers in planning and sequencing of instruction.
- d. Facilitating the integration of math skills/strategies/technology into the math classrooms.
- e. Assisting math teachers in the evaluation of diagnostic results and future instruction based on those results.

## 3. Staff Development

- a. Modeling lessons for teachers in the implementation of the physical, organizational, and instructional components that constitute a quality math program.
- b. Guiding and supporting teachers by observing, coaching, encouraging, and providing constructive feedback as they organize for and implement math instruction.
- c. Organizing and facilitating staff sharing sessions, such as grade level meetings, for teachers to reflect on and analyze their teaching and provide mutual support for different instructional ideas.
- d. Demonstrating the ability to present math as a process rather than a series of skills and encouraging lifelong learning.
- e. Modeling techniques for effective delivery of instruction in math classrooms or during math lessons.
- f. Providing in-service and follow-up coaching to teachers.
- g. Conducting meaningful and well-planned staff development such as, and including, providing workshops and/or professional book studies for professional development in elements of math instruction and effective instructional practices.
- h. Reinforcing math skills in the content areas by using hands-on techniques that address various learning styles and include integrated learning, inter-disciplinary connections, and higher order thinking skills appropriate for a wide range of abilities.

## 4. Assessment

- a. Maintaining required and necessary records associated with math program/curriculum implementation and of the math curriculum/program evaluation.
- b. Working with math teachers to design instruction as a result of progress monitoring and diagnostic results.

## 5. Related Professional Responsibilities

- a. Participating in ongoing professional development opportunities to remain current about issues related to math instruction, assessment, presentation skills, mentoring and collaborative learning.
- b. Communicating written and/or oral information on a given topic in a coherent and logical manner.
- c. Establishing rapport with faculty and staff.
- d. Encouraging math skills and lifelong learning.
- e. Teaching remedial math as needed.
- f. Attending meetings and school workshops

- g. Assuming any other duties as may from time to time be delegated by the Lower School and Upper School Directors of Curriculum and Instruction..

**EDUCATION/TRAINING:**

## Required:

- Meet all certification requirements set forth by New York State
- Hold the appropriate Elementary Teaching Certificate
- Math endorsement or certification
- Passed state content test in mathematics
- Have at least three (3) years of successful teaching experience (including teaching math) in grades K-5, and have demonstrated success in collaborating effectively with teachers and students.
- Working knowledge of the Common Core Standards K-5 and possess the requisite ability to evaluate the alignment of those standards to instruction and the School's curriculum.
- Training and/or course work in a variety of research-based techniques/programs
- Training in facilitating groups and working with adult learners
- Training/course work in the administration and analysis of assessments and the use of data to guide instructional practice and intervention

## Desired:

- Master's Degree with emphasis in Math
- Ability to effectively use and integrate technology in the classroom setting.
- Demonstrated success utilizing current teaching techniques, effective strategies for differentiating instruction, and evidence-based classroom management strategies and techniques.
- Effective data-based problem-solving and team collaboration skills used to drive and inform changes in classroom instruction.
- Demonstrated success in collaborating effectively with teachers and students.
- Demonstrated a high level of professionalism with the ability to maintain confidentiality and personal flexibility in all areas.
- Demonstrated success in providing staff development using best practices in mathematics instruction and assessments.
- Demonstrated success in working with adults, including the ability to work as a team, provide adult staff development.

**SCIENCE COORDINATOR**

The Science Coordinator is expected to bring specific science curricular and instructional expertise to the GUGCS K-5 elementary school program. The Science Coordinator reports to the Director of Curriculum. The Science Coordinator works closely with these curricular and instructional directors to ensure alignment of the GUGCS science curriculum with NYS Learning standards, inclusive of common core expectations for integration of literacy in science.

1. Knowledge and Use of Science Expertise
  - h. Demonstrating an understanding of best practices in the area of science.
2. Planning Assistance for Instruction
  - i. Coordinating the management of materials to support the science curriculum.
  - j. Assisting staff in understanding and implementing the NYS learning standards, inclusive of common core expectations for literacy in science, into units of study and daily science lessons.
  - k. Assisting teachers in planning and sequencing of instruction.
  - l. Facilitating the integration of science skills/strategies/technology into the science classrooms.
  - m. Assisting science teachers in designing future instruction based on assessment results.
3. Staff Development
  - a. Demonstrate, model, and co-teach lessons of best practices in Lab for teachers
  - b. Guiding and supporting teachers by observing, coaching, encouraging, and providing constructive feedback as they organize for and implement science instruction.
  - c. Provide input to the Lower School and Upper School Directors of Curriculum and instruction in the evaluation of science instructional staff.
  - d. Collaborate with ED Time Coordinator to best integrate Science learning into the classroom setting
  - e. Providing in-service and follow-up coaching to teachers.
  - f. Conducting meaningful and well-planned staff development such as, and including, providing workshops and/or professional book studies for professional development in elements of science instruction and effective instructional practices.
4. Related Professional Responsibilities
  - a. Head Green Ambassadors Program
  - b. Have strong influence in Sustainability and School Garden Committees
  - c. Oversee school garden program, including outside consultant services
  - d. Supervise composting and trash reduction program school-wide
  - e. Serve as liaison for green initiatives programming with community, parents, and outside resources
  - f. Actively seek out, explore, and educate staff regarding opportunities that align closely with GUGCS' commitment to sustainability
  - g. Spearhead initiatives which support our green mission and culture

**EDUCATION/TRAINING:**

## Required:

- Meet all certification requirements set forth by New York State
- Hold the appropriate Elementary Teaching Certificate
- Passed state content test in science
- Have at least three (3) years of successful teaching experience (including teaching science) in grades K-5, and have demonstrated success in collaborating effectively with teachers and students.
- Working knowledge of the Common Core Standards K-5 and possess the requisite ability

to evaluate the alignment of those standards to instruction and the School’s curriculum.

- Working knowledge of the New York State Science Standards K-5
- Training and/or course work in a variety of research-based techniques/programs
- Training in facilitating groups and working with adult learners
- Training/course work in the administration and analysis of assessments and the use of data to guide instructional practice and intervention

Desired:

- Master’s Degree with emphasis in Science
- Ability to effectively use and integrate technology in the classroom setting.
- Demonstrated success utilizing current teaching techniques, effective strategies for differentiating instruction, and evidence-based classroom management strategies and techniques.
- Effective data-based problem-solving and team collaboration skills used to drive and inform changes in classroom instruction.
- Demonstrated success in collaborating effectively with teachers and students.
- Demonstrated a high level of professionalism with the ability to maintain confidentiality and personal flexibility in all areas.
- Demonstrated success in providing staff development using best practices in science instruction and assessments.
- Demonstrated success in working with adults, including the ability to work as a team, provide adult staff development.

### **EXPLORE AND DISCOVER TIME COORDINATOR**

The ED Time Coordinator is expected to bring specific social studies, environmental and sustainability curricular and instructional expertise to the GUGCS K-5 elementary school program. The ED Time Coordinator reports to the Director of Curriculum. The ED Time Coordinator works closely with these curricular and instructional directors to ensure alignment of the GUGCS social studies curriculum with NYS Learning standards, inclusive of common core expectations for integration of literacy in core subjects.

- Responsible for writing all units of study in ED time for grades K-5 in collaboration with Directors of Lower and Upper School Curriculum and Instruction and Director of Special Education and Intervention
- Provide all resource materials for ED time units of Study
- Meet with teachers one on one twice per month to discuss ED time instruction
- Facilitate staff professional development during summer PD and throughout the course of the school year in ED time best practices.

- Model ED lessons of best practices in K-5 classrooms, which will include leading classroom lessons, co-teaching with classroom teachers, working with children in small groups, and students one on one
- Organize and collaborate with administrators to plan and facilitate weekly staff meetings
- Organize and facilitate parent workshops on ED time best practices
- Scheduling time for classroom teachers to observe best practices across the grade and throughout other grades as well
- Plan ED time field trips
- Create a monthly ED time newsletter that goes out to families, staff, and board members
- Assist in creating agendas for staff meetings and professional development workshops

**EDUCATION/TRAINING:**

## Required:

- Meet all certification requirements set forth by New York State
- Hold the appropriate Elementary Teaching Certificate
- Passed state content test in social studies
- Have at least three (3) years of successful teaching experience in grades K-5, and have demonstrated success in collaborating effectively with teachers and students.
- Working knowledge of the Common Core Standards K-5 and possess the requisite ability to evaluate the alignment of those standards to instruction and the School's curriculum.
- Working knowledge of the New York State Social Studies Standards K-5
- Training and/or course work in a variety of research-based techniques/programs
- Training in facilitating groups and working with adult learners
- Training/course work in the administration and analysis of assessments and the use of data to guide instructional practice and intervention

## Desired:

- Master's Degree
- Ability to effectively use and integrate technology in the classroom setting.
- Demonstrated success utilizing current teaching techniques, effective strategies for differentiating instruction, and evidence-based classroom management strategies and techniques.
- Effective data-based problem-solving and team collaboration skills used to drive and inform changes in classroom instruction.
- Demonstrated success in collaborating effectively with teachers and students.
- Demonstrated a high level of professionalism with the ability to maintain confidentiality and personal flexibility in all areas.
- Demonstrated success in providing staff development using best practices in social studies instruction and assessments.
- Demonstrated success in working with adults, including the ability to work as a team, provide adult staff development.



## Employment

Growing Up Green Charter School, Long Island City, NY

Founder, School Leader

2009- Present

- Manage a staff of 90 employees made up of administrators, teachers, and instructional leaders
- Manage a budget of approximately 9 million dollars this fiscal year
- Meet weekly with Department Heads: Instruction, Special Education, Finance, Operations, Assessment, and Social Work
- Oversee the management of two school buildings and supervise the build-outs in both buildings
- Assist in negotiating contracts with outside vendors
- Chair of the Hiring Committee
- Chair of the School Leadership Team Committee
- Member of the Grant Writing Committee, and Advocacy Committee
- Point person for parent outreach in the Long Island City Community
- Chair of the Enrollment Committee
- Member of the Long Term Strategic Planning Committee
- Report out to the Board of Trustees at monthly board meetings

Manhattan School for Children, New York, NY

2002- 2008

- Taught 3<sup>rd</sup> , 6<sup>th</sup> , 7<sup>th</sup> , & 8<sup>th</sup> grade. Responsibilities included teaching reading, writing, and history to a diverse population of students.

Columbia Preparatory School, New York, NY

1999- 2000

- Taught Physical Education to 7<sup>th</sup>- 12<sup>th</sup> graders and coached the girl's High School basketball team.

Bank Street School for Children, New York, NY

1998- 1999

- Taught Physical Education to 4<sup>th</sup> - 8<sup>th</sup> graders and coached the girl's Middle School basketball team.

School of the Ascension, New York, NY

1992- 1998

- Responsibilities included teaching Physical Education to K-8 graders, coached, and oversaw the sports program at the school.

## Education

City College of New York

School Administrator and Supervisor Certificate, May 2006

City College of New York

Master of Science in Education, May 2004

Queens College

BA in Communications, May 1995

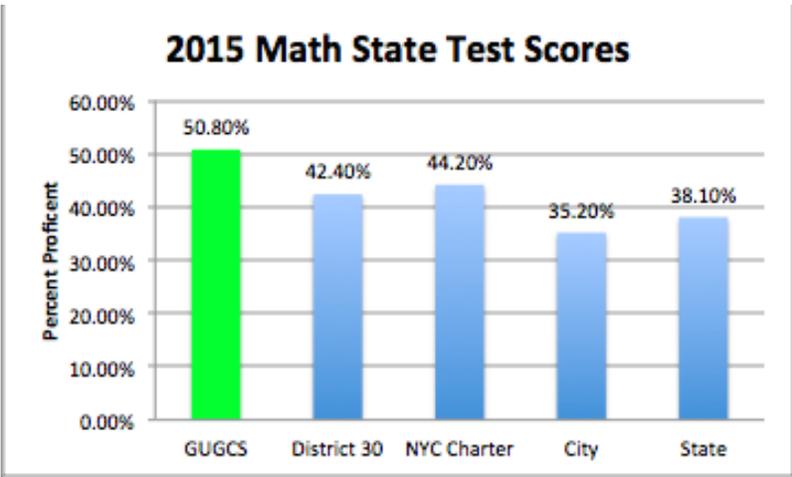
References available upon request

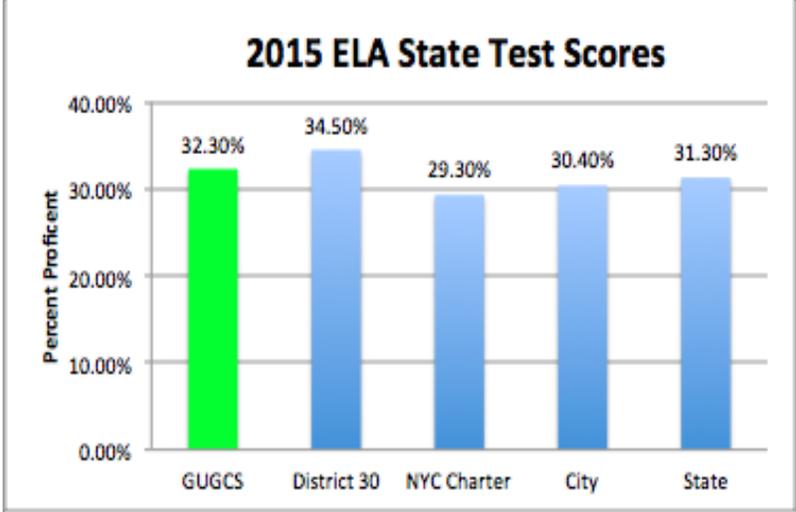
### Growing Up Green Replication Plan for Growing Up Green Charter School II

**Background:** In 2009, Growing Up Green Charter School (GUGCS) was authorized by the New York City Department of Education (NYCDOE) as a K-5 elementary charter school located in CSD 30 in Long Island City. In its first charter term the school successfully created a vibrant, student-centered and progressive learning community serving about 500 students in Grades K-5. The school’s charter was successfully renewed in 2014 and allowed to grow into a middle school in its second charter term. In the current school year Growing Up Green serves about 600 students in Grades K-6 and will add Grade 7 next year. By 2017 the school will be at capacity, serving grades K-8 .The school is currently located in private facilities, with the elementary and middle school programs located a few blocks apart. Last spring the school received over 1,500 applications for 100 seats and currently has an enrollment waiting list of almost 1000 students.

**Rationale:** The reasons for replication are many: we are academically sound, financially solid, and have tremendous family and community support. Our school community is as diverse as Queens itself, attracting families from the nearby the Queensbridge and Ravenswood housing projects along with children from more middle class families. All are drawn by our interdisciplinary approach that focuses on core subjects, with an emphasis on science, hands-on work and the arts. As a result of our academic model, financial stability, low staff and family turnover, and high degree of parental involvement Growing up Green is a school in high demand. Moreover, given the high demand for seats in our school as evidenced by applications, active waiting list and regular requests from members of the community, the school’s board green lighted the application for a second school to replicate the existing school’s model. The board wishes to expand educational choices in CSD 30, providing families with the opportunity to give their child a progressive education with a sustainability focus.

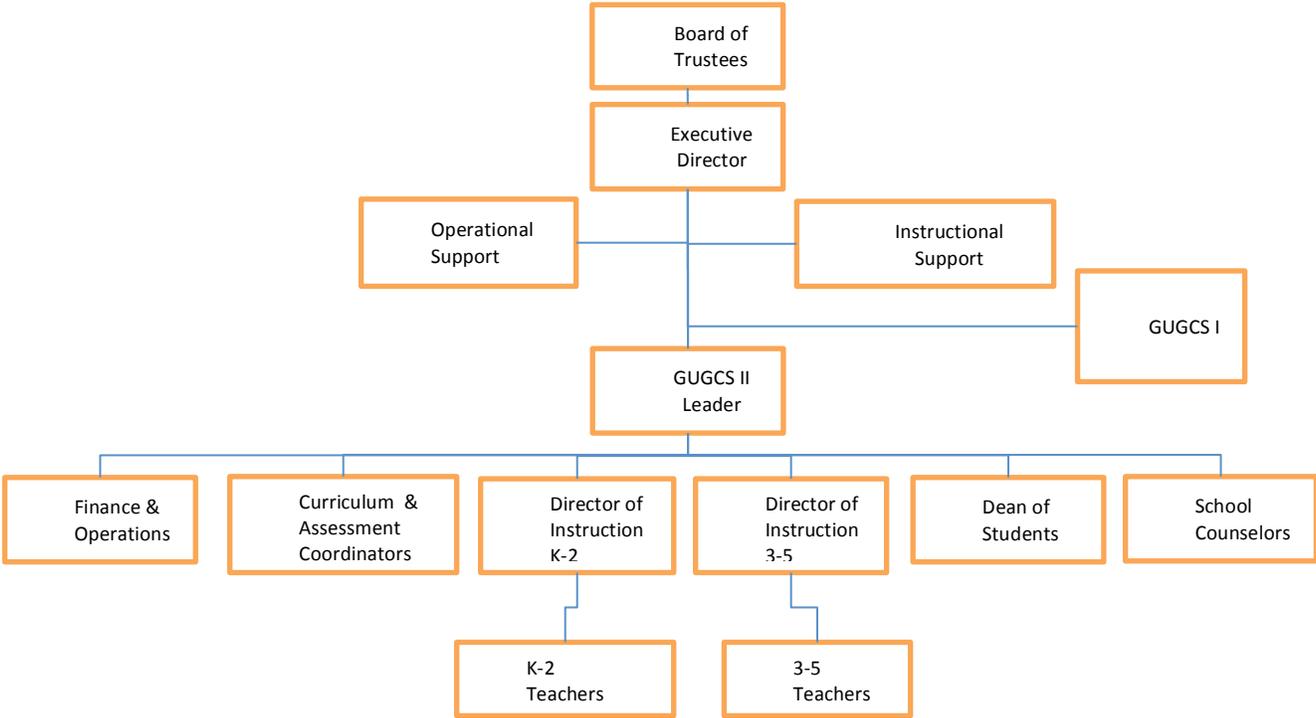
**Evidence of Success:** Last year in Math the school outperformed its district, New York City, New York State and NYC charter schools as a whole. In ELA the school outperformed New York City, New York State and NYC charter schools as a whole.





Finally, GUGCS has been open since 2009 and for every year of operation, it has achieved a State Accountability Designation of “Good Standing,” been in compliance with local, state, and federal laws as well as its charter contract, and received a clean audit from an independent accounting firm.

**Organizational Chart**



GUGCS II will be governed by an independent volunteer board of trustees that answers to the Board of Regents. An Executive Director will oversee both GUGCS schools and report directly to the board. GUGCS II will be managed by a full-time School Leader who will report to the

Executive Director. All remaining school-based staff will report to the School Leader. Leadership from the original GUGCS school, such as the Directors of Curriculum, Support Services, Assessment, and Counseling, will support staff at the new school through ongoing professional development and sharing of best practices.

The table below outlines the school’s staff during the first charter term:

**GUGCS II Staffing Chart**

Position	2016-17	2017-18	2018-19	2019-20	2020-21
	K-1	K-2	K-3	K-4	K-5
Executive Director	.5	.5	.5	.5	.5
School Leader	1	1	1	1	1
Director of Lower School Instruction (K-2)	1	1	1	1	1
Director of Upper School Instruction (3-5)	-	-	1	1	1
Math Coordinator	1	1	2	2	2
Literacy Coordinator	1	1	2	2	2
ED Time Coordinator	1	1	2	2	2
Assessment Coordinator	-	1	1	2	2
Dean of Students	1	1	2	2	2
Social Worker	1	1	2	2	3
Classroom Teacher	6	9	12	15	18
Science Teacher	1	1	2	2	2
Science Assistant					1
Art Teacher	1	1	1	2	2
Music Teacher		1	1	1	2
Language Teacher		1	1	1	2
IEP Coordinator	1	1	1	1	1
Learning Specialists	1	2	3	4	4
Intervention Teacher	-	1	1	2	2
ELL Teacher	1	1	2	2	3
Operations Manager	1	1	1	1	1
Office Manager	1	1	1	1	1
Office Assistant		1	1	1	1
Business Manager	1	1	1	1	1
Business Operations Assistant			1	1	1
After-school Coordinator (p/t)	1	1	1	1	1
Security	1	1	2	2	2
Maintenance	1	1	2	2	2
Nurse			1	1	1

**Leadership Team:** Growing Up Green II will be led by an experienced School Leader selected for his or her evidence of success leading adults and raising student achievement in a progressive education environment. The School Leader will be responsible for day-to-day life at the school and report directly to the Executive Director. He or she will supervise a site-based management team that includes:

- **Directors of Instruction:** At full capacity the school will have two Directors of Instruction, one for grades K-2 and one for grades 3-5, who will supervise their respective classroom Teachers and Associate Teachers as well as Science, Art, Music, and Language Teachers.
- **Curriculum Coordinators:** The school will eventually have curriculum coordinators for grades K-2 and 3-5 respectively in each of the following areas: ELA, Math, and ED Time. They will support curriculum development and implementation.

- **Assessment Coordinator:** The school's Assessment Coordinator will assist with implementation of the Looking Forward, Looking Back assessment system and analyze and report on data within and across schools.
- **IEP Coordinator:** The IEP Coordinator will manage the special education program at the school, coordinating services for students with disabilities and IEPs reviews. He or she will coordinate communication with the CSE for evaluations and IEP development and facilitate coaching and professional development for faculty.
- **Dean of Students:** Responsible for school culture and discipline, the Dean of Students will work closely with students and families to ensure an environment conducive for learning. He or she will also assist teachers in developing positive behavior management through Responsive Classroom.
- **Operations Manager:** Handling all non-instructional operational functions, such as transportation, health services and food services, the Operations Manager will supervise the office staff and coordinate operations.
- **Business Manager:** The Business Manager will handle all day to day business and financial matters, including procurement and processing data for paychecks. Working with the shared Director of Finance, the Business Manager will help to maintain and coordinate information for the purposes of accounting and audits.

**Support Services:** The administrative team from GUGCS I will support staff at GUGCS II in their respective functions and coordinate across the two schools. They will also facilitate common training and professional development as well as the dissemination of effective practices between campuses, be they academic or operational. This administrative team will be responsible for initiating planning for the new school once the charter is approved and training the site-based management team of the new school, many of whom will be hired in January 2016 and work at the original GUGCS school to learn its systems, procedures and culture. The educators from GUGCS I who will support the new school include:

- **Matthew Greenberg, Executive Director:** The founder and School Leader of Growing Up Green Charter School, Matthew served as an educator in New York City for over 21 years and has a graduate degree in elementary education and administrative certification in leadership.
- **Jennifer Slutak, Director of Curriculum:** With 15 years of experience in elementary and middle school education as a teacher and instructional leader, Jennifer has been the Director of Curriculum since its opening in 2009. She graduated from Rutgers University with a Bachelors degree in History and a Masters in Elementary Education and recently finished a second Masters degree in Curriculum and Teaching from Teachers College, Columbia University.
- **Brian Martin, Director of Assessment:** Brian has been Director of Assessment at Growing Up Green Charter School since its opening in 2009. Prior to Growing Up Green Brian worked as a classroom teacher for six years in grades 2-5. At Growing Up Green Brian has been responsible for creating, administering, and analyzing useful data

through six-week interim assessments. He organizes data for teachers, administrators, board members, and state reviewers. Brian helps select and administer the NWEA MAP testing program at GUGCS, and is the New York State testing coordinator for the school.

- **Kersten Russell, Director of Support Services:** Kersten taught in elementary special education classrooms for five years in public and charter schools before joining Growing Up Green in its opening year. She began at GUGCS as a learning specialist, then transitioned to a position as IEP coordinator, and is now overseeing the Support Services department. She holds a Masters degree in Childhood and Special Education from Hunter College, with a focus on Learning Disabilities.
- **Brittany Tuber:** Brittany began her career as a Learning Specialist and Kindergarten teacher before transitioning over to Growing Up Green where she was a founding Kindergarten teacher. After looping with her students, Brittany transitioned to her current roll 5 years ago. Brittany holds a degree in Elementary/Special Education from Indiana University, a Masters Degree in Literacy Birth-12th grade from New York University and a Masters of Education (M.Ed) from Teachers College, Columbia University in Curriculum and Teaching.
- **Lauren Barkan:** Lauren has been a part of the Growing Up Green Charter School administrative team for 6 years. Prior to joining GUGCS, Lauren taught for 7 years at a public school and two high-achieving charter schools in the South Bronx and Harlem. At GUGCS, Lauren first served as Science Coordinator and Lower School Director before being promoted to Upper School Director of Instruction. Lauren earned her master's degree in Elementary Education from Hunter College and undergraduate degree from the University of Michigan.
- **Kristen Lengyel, Director of Counseling:** Beginning her social work career within the Mount Sinai Department of Pediatric Hematology/Oncology, Kristen helped patients cope with life-threatening illnesses for two years before transitioning to school-based social work. She started at GUGCS as a counselor and now oversees the Counseling Department to support students' social and emotional well-being. Kristen holds two Masters degrees, one from George Washington University in Public Health specializing in Maternal and Child Health and one from Columbia School of Social Work specializing in School Social Work. She also holds a Bachelors in Psychology from Emory University.
- **Massomeh M. Muhammad, Director of Operations:** Massomeh is the point person for issues related to all operational policies and procedures with staff and families. She also oversees facilities, security, and personnel.
- **Gina Palma, Director of Finance.** Gina has been working in Finance for almost 12 years and oversees the Finance Department where she manages three main areas of the school – Accounting, Payroll and Human Resources. She is a graduate of Boston University with a Bachelor's in Economics.

Each school will have a School Leader who is responsible for the day to day management of his or her school. Under the School Leader will be a school-based staff that includes:

- Director of Lower School Instruction (K-2)
- Director of Upper School Instruction (3-5)
- Math Coordinators
- Literacy Coordinators
- ED Time Coordinators
- Assessment Coordinators
- Deans of Students
- Social Workers
- Classroom Teachers
- Science Teachers
- Science Assistant
- Art Teachers
- Music Teachers
- Language Teachers
- IEP Coordinator
- Learning Specialists
- Intervention Teachers
- ELL Teachers
- Operations Manager
- Office Manager
- Office Assistant
- Business Manager
- Business Operations Assistant
- Director of Finance
- After-school Coordinator (p/t)
- Security
- Maintenance
- Nurse

The School Leader will supervise this staff on a daily basis, and share responsibility for their oversight and evaluation with relevant directors from the shared administrative team.

**GUGCS II Staffing Plan:** The new school will open with Grades K-1 and add a grade each year, growing to Grades K-5 in Year 5. Once renewed, the school intends to grow to K-8 in its second charter term. Below is the staffing plan for the first charter term:

**Governance Plan:** The current board of trustees of Growing Up Green Charter School will become the board of trustees of Growing Up Green Charter Schools, an education corporation that holds the charter to Growing Up Green Charter School and Growing Up Green Charter School II. The board will retain its current voting membership and add a non-voting parent representative from Growing Up Green Charter School II in addition to the existing non-voting

parent representative from the original school. The board will hold at least monthly meetings, alternating its location between the two schools.

The board will hire and oversee the Executive Director, who is the only school staff member formally reporting to the board. The Executive Director will be delegated responsibility for hiring and supervising all other school staff members, managing the affairs of both schools. The Executive Director will report on the status of each school at regular board meetings, providing separate data on each school's performance. The board will hold the Executive Director accountable for achieving the school's mission, its goals and renewal requirements.

**Finance Plan:** Each school will have a separate budget that the board will approve prior to the start of each fiscal year (July to June). As a new charter school, GUGCS II will be eligible for CSP Grant funding during its planning year and first two years of operation as well as a one-time NYC-DYCD (Department of Youth and Community Development) grant. The budget will include the total of all exclusive costs, including school-based staff, facilities and operations. In addition, it will include a portion of the costs of all shared expenses, including shared management, governance and professional development costs. These costs will be allocated as a percentage of the school's enrollment to the education corporation's enrollment (i.e., the total enrollment of the two schools.)

**Facilities Plan:** School leaders have already identified three options for private space:

1. We have located an approximately 40,000 square foot space on Northern Boulevard that would give GUGCS II the necessary space for kindergarten through 8<sup>th</sup> grade.
2. We have had preliminary conversations with the Diocese of Brooklyn to lease a 39,000 square foot space in District 30 beginning in September 2016. This space would also allow us to build out to capacity with kindergarten through 8<sup>th</sup> grade.
3. Another option is a building located at 39-27 29<sup>th</sup> Street, within a block of the GUGCS' current site. The building is an 11,500 square foot building and could house kindergarten through 2<sup>nd</sup> grade, which would give us a few more years to locate a permanent space for kindergarten through 5<sup>th</sup> grade. Since last summer, we have been in preliminary stages of discussions with the owner/developer who has expressed an interest in extending a ten-year lease to GUGCS.

Once the charter is approved, school leaders will work with their realtors and architects to negotiate a financially viable deal that meets the school's short-term needs and provides time for it to plan and execute a deal that will meet its long-term needs.

**Compliance:** GUGCS II will have its own charter agreement with its authorizer, the New York State Education Department (SED), and be responsible for all of SED's monitoring and compliance requirements. The school will be required to submit an annual report and meet SED's Charter School Performance Framework benchmarks in order to have its charter renewed.

**Complaints:** The school will develop a complaint policy that requires complainants to move up a chain of command, starting at the school level, moving to the shared administrative team and

the Executive Director, and then finally to the board of trustees. Complaints may then be elevated to the school's authorizer and the Board of Regents.

**Challenges:** In order to be prudent, we have identified a number of challenges that should be recognized and for which contingencies should be planned.

1. **Burden on Administrative Team:** Running an additional school will require careful attention to time management and attention to detail to ensure both schools receive the support they need. We have designed a structure such that each school has its own leader and a cadre of secondary leaders in the instructional, operational and financial domains. This duplication ensures that no school is without some expertise in all necessary areas.
2. **Conflicting Interests:** While each school will have its own budget and facility, it is possible they may compete for certain resources, such as grants, in-kind donations, or partnership opportunities. In the unlikely situation that decisions need to be made regarding the allocation of resources between the two schools, the board and leadership team will need to establish clear criteria and protocols.
3. **Financial Constraints:** We know the challenges of operating a charter school in the current political environment, and unforeseen changes may adversely affect the school's financial stability. Similarly, it is possible that the school could experience under-enrollment, causing a budgetary shortfall. The budget does assume a growing fund balance that can be used as a contingency.
4. **Facility Challenges:** While three options have already been identified, nothing is certain in New York City real estate. The leadership team will need to make finding the school a facility a top priority as soon as the charter is approved and the board will need to monitor the facility progress to ensure financial viability and a reasonable timeline to prepare the building for occupancy in fall 2016. The school has longstanding relationships with realtors, architects and developers, and the Diocese and will work closely with them to ensure an on-time facility, which may include temporary incubation space until a larger permanent facility is secured.

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 None)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Matthew Greenberg	[REDACTED]	Executive Director Growing Up Green Charter School	Matthew has been an educator in New York City for over 21 years and has a graduate degree in elementary education and administrative certification in leadership. Matthew began his career in education as a physical education teacher at the School of the Ascension, then moved on to the Bank Street School for Children, followed by Columbia Prep before taking a similar position at the Manhattan School for Children. While at Manhattan School for Children, Matthew moved onto classroom teaching, first with 3rd grade, then 6th, 7th, and 8th grades. During his tenure at The Manhattan School for Children, Matthew was also the Union Chapter Leader, a member of the school hiring committee, and mentor for student teachers. He is the founder of the original Growing Up Green Charter School and led the applicant group in developing this replication proposal.	Executive Director	N/A	N/A	N/A
Brittany Tuber	[REDACTED]	Director of Lower School Growing Up Green Charter School	Brittany began her career in education at Future Leaders Institute where she was both a learning specialist and Kindergarten teacher. After two years at FLI, Brittany moved over to Growing Up Green where she was a founding teacher-teaching Kindergarten and First Grade. After two years Brittany transitioned to her current position and has been in this capacity for the past four years, where during her tenure she has worked to develop and further enhance the school's instruction. Brittany holds two Masters degrees in Education, one from Columbia Graduate School of Education in Curriculum Development and one from New York University Graduate school of Education in Literacy. Brittany also holds a Bachelor of Arts in Elementary/Special Education from Indiana University.	Advisor	N/A	N/A	N/A

Jennifer Slutak		Director of Curriculum and ELA Growing Up Green Charter School	<p>Jennifer started her fifteen-year career in education in New Jersey as an 8th grade Language Arts teacher, before moving to New York City. During her time in New York, Jennifer taught 5th grade at Manhattan School for Children, (PS 333), a public school on the Upper West Side. In 2008, Jennifer joined Growing Up Green Charter School's planning team and then became the school's Director of Curriculum when the school opened in 2009. During this time, Jennifer has written and developed curriculum for grades kindergarten to sixth grade, supervised teachers and content coordinators, as well as developed and implemented school-wide structures and systems to best serve the needs of the students and teachers. Jennifer graduated from Rutgers University with a Bachelors degree in History and a Masters in Elementary Education. She is currently finishing a second Masters degree in Curriculum and Teaching from Teachers College, Columbia University.</p>	Advisor	N/A	N/A	N/A
Megan Bloom		Director of Special Education Growing Up Green Charter School	<p>After graduating from the University of Wisconsin with a degree in communications, Megan decided to pursue her Masters degree from NYU in Childhood Education and Special Education because of her deep passion to serve children with special needs. After graduating from NYU, Megan found a home at the Growing up Green Charter School located in Long Island City, Queens. In her first year at the school Megan was the schools learning specialist responsible for planning and implementing interventions for struggling students, collaborating with teachers to create action plans for students at risk, and instructing SETSS to students with IEPs. The following year, Megan was promoted to Director of Special Education, a position she has served in for the last 5 years: coordinating and overseeing learning specialists and related service providers, coordinating and leading IEP meetings, and planning and implementing a school-wide program to carry out Response to Intervention.</p>	Advisor	N/A	N/A	N/A

Lauren Barkan		Director of the Upper School Growing up Green Charter School	<p>Lauren began her teaching career teaching 3rd grade at PS 157 in the South Bronx. Afterward, Lauren taught for 7 years at two high-achieving charter schools in the South Bronx and Harlem. Lauren has been at Growing Up Green Charter School since 2010, first serving as Science Coordinator and Lower School Director before being promoted to her position as Upper School Director of Instruction. In this capacity, Lauren works directly with teachers to improve instruction, ensure that classroom learning is reaching it's highest potential, and develops school-wide policies and protocols for increased efficiency. Lauren earned her undergraduate degree from the University of Michigan, and Master's degree in Elementary Education from Hunter College.</p>	Advisor	N/A	N/A	N/A
Kristen Lengyel		Director of Counseling Growing up Green Charter School	<p>Kristen began her social work career providing counseling services to children and families within the Mount Sinai Department of Pediatric Hematology/Oncology. She helped patients cope with a life-threatening illness for two years at Mount Sinai before deciding to transition to school social work. Kristen has been at Growing Up Green Charter School since 2010, first serving as the only school counselor before being promoted to her position as Director of Counseling. In this role, she provides counseling services to 4th &amp; 5th grade students, supervises counseling staff, and oversees the Counseling Department to further develop systems to support students' social and emotional well being. Kristen holds two Masters degrees, one from George Washington University in Public Health specializing in Maternal and Child Health and one from Columbia School of Social Work specializing in School Social Work. Kristen also holds a Bachelors of Art in Psychology from Emory University.</p>	Advisor	N/A	N/A	N/A

<p>Massomeh M. Muhammad</p>		<p>Director of Operations Growing Up Green Charter School</p>	<p>Massomeh directly supervises the GUGCS Operations staff to ensure the effective implementation of all administrative systems within the school. Massomeh is the point person for issues related to all operational policies and procedures with staff and families. Additionally, she oversees facilities, security, personnel. She works closely with the School Leader, Board of Trustees and Director of Finance to maintain the financial sustainability and long-term goals of GUGCS, while also ensuring compliance by completing various required local, state and federal reports critical to the overall success of the school.</p> <p>With a diverse background in art education, program management and operations, Massomeh believes that every child should have access to a high quality education that includes the presence of caring adults, a positive environment, high support and high expectations. Massomeh earned her Bachelor's degree from New York University where she double majored in Gender and Sexuality Studies and Psychology. In addition, she earned her master's degree in the Study of the Americas at the City College of New York where she focused on the construction of transnational Chicana feminism at the United States and Mexican border.</p>	<p>Advisor</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
-----------------------------	---	---	--	----------------	------------	------------	------------

Gina Palma		Director of Finance Growing Up Green Charter School	<p>Gina is the current Director of Finance at Growing up Green Charter School and has been with our school for three years now. She is a graduate of Boston University – graduated in 2003 with a Bachelor’s in Economics and a Minor in Political Science, (with a concentration in Public Policy). Gina has been working in Finance for almost 12 years and has a wide range of experience that has greatly helped her in accomplishing her career goals. Before coming to Growing up Green – she worked at three major Advertising Companies and with time she realized that her dream was to bring her expertise somewhere that would be making a difference in children’s lives – and as a result, came her decision to move into the field of education. In her role at Growing up Green, Gina oversees the Finance Department and manages three main areas of the school – Accounting, Payroll and Human Resources.</p>	Advisor	N/A	N/A	N/A
Brian Martin		Director of Assessment Growing Up Green Charter School	<p>Brian started his career as an educator in 2006 at PS 153 where he taught for six years. During his tenor at PS 153 he has taught 2nd, 3rd, 4th and 5th grades. Brian joined Growing up Green’s Planning team in 2007 and has been Director of Assessment at Growing Up Green Charter School since its opening in 2009. During his time at Growing Up Green Brian has been responsible for creating, administering, and analyzing useful data through six-week interim assessments. He’s helped to choose the national norm testing program at GUGCS, and is the New York State testing coordinator of the school. He values providing prudent student information to help teachers focus their instruction. He continues to enjoy helping children do their best at Growing Up Green.</p>	Advisor	N/A	N/A	N/A

Jeff Mueller	[REDACTED]	Founder and Principal Granite Intelligence LLC	<p>Jeff began his professional career as a New York City prosecutor, where he investigated and prosecuted crimes involving fraud, corruption, narcotics, violence, murder and others. Following this, he was the Chief Operating Officer of an international investigative firm which was later acquired by an industry competitor. Jeff remained with this company heading the operations of their headquarters in Manhattan before founding Granite Intelligence. Jeff frequently speaks and writes on topics including corporate fraud, complex litigation investigations, international due diligence and others. In addition, Jeff has served as an adjunct professor at John Jay College of Criminal Justice, teaching "Courtroom Communication," a curriculum involving the use of strategic planning and persuasive presentation in the law. Jeff is a graduate of Denison University and received his Juris Doctorate from Case Western Reserve University School of Law. Jeff spends upwards of 20 hours a month working with the planning group on legal and real estate issues.</p>	Board of Trustees	Chair Trustee		Y
Reid Chase	[REDACTED]	President/Owner Cane Simple Liquid Sugar	<p>Reid is an entrepreneur who has been his own business for over 20 years. He is currently the President/Owner of Cane Simple Liquid Sugar. Reid has a Bachelors degree in Business administration from The George Washington University. He currently spends upwards of 10 hours per month working with the planning group focusing on short and long term financial planning for the school.</p>	Board of Trustees	Treasurer Trustee		Y

Kate Hooker		Counsel Bloomberg L.P.	<p>Kate Hooker is a lawyer and writer who lives in Brooklyn with her boyfriend and their dog. She graduated from the Fieldston School and holds an undergraduate degree in English from Duke University and a J.D. from the New York University School of Law. Kate started out as a litigator at Cadwalader, Wickersham &amp; Taft, but has most recently practiced in-house corporate law at Bloomberg LP. She also writes for a handful of lifestyle and travel blogs and publications on a freelance basis. In her spare time, Kate is an avid reader, traveler, cook, and college basketball fan.</p> <p>Kate invests approximately 5 hours per month working with the planning team on legal issues, and fundraising initiatives for the school.</p>	Board of Trustees	Member Trustee		Y
Kurt Shuman		Founder and Head Coach CrossFit Ex Novo	<p>Kurt graduated from the Pennsylvania State University in 1997 with a Bachelor's of Science degree in Finance and International Business. In 2000, Kurt graduated from Oxford University with a Master's of Science degree in Management &amp; Industrial Relations. Subsequent to his time at Oxford University, Kurt worked for a small consultancy firm, Strang Hayes Consulting, as a finance manager before joining HSBC's investment banking analyst program in March 2002. At the conclusion of the analyst program, Kurt joined Macquarie Capital in November 2003 and worked for Macquarie Capital for over 10 years reaching the position of Senior Vice President. Kurt left Macquarie Capital in May 2014 to pursue his passion for coaching by starting his own CrossFit Gym, CrossFit Ex Novo, in Princeton, NJ. Kurt spends upwards of 5 hours per month on the planning team working on short and long term financial planning for Growing up Green II.</p>	Board of Trustees	Secretary Trustee		Y

<p>Kyla Kupferstein Torres</p>		<p>Director of Admissions and Outreach Hunter College Campus Schools</p>	<p>Kyla Kupferstein Torres is the Director of Admissions and Outreach at the Hunter College Campus Schools and an educational consultant. In addition to her career in schools, she has provided training and program development services to non-profit programs serving students traditionally underrepresented in colleges and universities. She has worked extensively with the Partnership for After School Education, serving agencies and schools all over New York City. Her focus is planning successful outcomes for children based on their own developmental and educational attainments and needs. She has held counseling and college advising positions at some of the nation's most prestigious schools, including Phillips Academy Andover, The Brearley School, and the Berkeley Carroll School, and worked with hundreds of students in their journeys to secondary schools and colleges. She holds a B.A. from Vassar College and a Master's in Education from the Harvard Graduate School of Education. With her strong background in education, Kyla provides the planning team valuable insights on best practices. Kyla spends upwards of 10 hours per month working with the planning team.</p>	<p>Board of Trustees</p>	<p>Member Trustee</p>		<p>Y</p>
------------------------------------	---	--	--	------------------------------	---------------------------	--	----------